

California State Polytechnic University, Pomona



Academic Program Review - Self-Study College of Science

BS and MS Kinesiology

AY 2022-2023

March 21st, 2023

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1 INTRODUCTION

1.1 Program Overview

This is a program review of the Bachelor of Science (BS) Degree in Kinesiology and the Master of Science (MS) Degree in Kinesiology. Both academic programs are housed within the Department of Kinesiology and Health Promotion (KHP), which is in the College of Science (COS) at the California State Polytechnic University, Pomona (Cal Poly Pomona).

Undergraduate overview

The BS Degree in Kinesiology (120 units) has two Options:

- General Option (with Exercise Science, Public Health and Sport and Social Justice emphases)
- Physical Education Teacher Education Option (PETE)

The BS requires students to complete 120 units towards their degree with 48 units in the major core, 48 units of general education courses, and 34 units of option specific and elective classes. In the General Option, students take 11 units in the option core and 23 units of option electives to complete their 120 units. In the PETE Option, students take 33 units in the option core and unrestricted electives to complete the required 120 units for the degree.

Currently, the General Option offers 3 emphasis areas i) exercise science, ii) public health and iii) sport and social justice. The emphasis areas are contained within the 23 units of electives that students in the General Option must complete. Students are not required to declare an emphasis and it does not show up on the diploma. The General Option prepares students for advanced study or work in personal training, strength and conditioning, cardiac rehabilitation, health promotion and public health, and clinical health fields, such as physical therapy, occupational therapy, physician's assistant, dentistry and chiropractic.

The Physical Education Teacher Education (PETE) Option provides students with the initial training and education required to teach physical education in a California K-12 school setting. The PETE program is certified by the California Commission on Teacher Credential (CCTC) and provides students who complete our program with a waiver for the California Subject Examinations for Teachers (CSET). In addition to the 48 units in the major core, students in the PETE Option complete 33 units of option core classes and these courses form the basis for the CSET waiver. This PETE program prepares students to enter the single-subject credential program and to go on to teach in a K-12 physical education setting.

Graduate overview

The MS Degree in Kinesiology (30 units) currently has three emphases:

- Adapted Physical Education
- Curriculum and Instruction
- Exercise Physiology

These emphases align with the historical focus of the department and its faculty. The graduate program requires students to complete a minimum of 30 units across three categories, i) core courses (16 units), ii) emphasis courses (9-13 units) and iii) elective courses (1-5 units). In accordance with university regulations a minimum of 18 units must be at the 5000 level or above. The program has two enrollment windows (Fall and Spring) and can typically be completed in 4 semesters. Graduate courses are not offered in our Summer or Winter sessions.

The graduate program is overseen by a Graduate Coordinator who is responsible for the recruitment and retention of students, enrollment management, student advising, coordination of the culminating experiences, program-level assessment, integrity and compliance of graduate student research, curriculum quality and general oversight of the program. The Graduate Coordinator is an elected position within the Department and serves on a 3-year basis. The Graduate Coordinator receives a 4-unit WTU course reduction for their service.

1.2 Mission, Vision & Values

Table 1 summarizes the vision, mission and values of the university, college and department.

Table 1: University, College and Department Guiding Principles

UNIVERSITY¹	Mission - We cultivate success through a diverse culture of experiential learning, discovery, and innovation.
	Vision - Cal Poly Pomona will be the model for an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.
	Core Values <ul style="list-style-type: none"> • <i>Academic Excellence</i> – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture. • <i>Experiential Learning</i> – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning. • <i>Student Learning and Success</i> – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship. • <i>Inclusive</i> – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity. • <i>Community Engagement</i> – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders. • <i>Social and Environmental Responsibility</i> – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.
COLLEGE OF SCIENCE²	Vision- Fostering curiosity and a culture of scientific discovery
	Mission- Educate, mentor, and inspire students through scientific inquiry and hands-on learning
	Core Values- Curiosity, Integrity, Collaboration, Inclusivity, Innovation

¹ Source: <https://www.cpp.edu/~aboutcpp/calpolypomona-overview/mission-and-values.shtml>

² Source: <https://www.cpp.edu/sci/about/index.shtml>

DEPARTMENT OF KINESIOLOGY & HEALTH PROMOTION	Vision —Fostering curiosity and a culture of scientific discovery in health and human movement
	Mission —Investigate ways to advance the art of science of health and human movement.
	Core Values <ul style="list-style-type: none"> • <i>Curiosity</i>—We encourage and model an open-minded and holistic approach to life-long learning • <i>Integrity</i>—We exhibit soundness of character and an unwavering moral compass. • <i>Collaboration</i>—We combine our strengths in affirming, proactive and creative ways • <i>Inclusivity</i>—We foster diversity appreciation and equity for all individuals and maintain an adaptable curriculum. • <i>Innovation</i>—We take risks with creative, outside the box thinking and planning to maximize our resources to best serve our students and community.

During the 2019-20 academic year, the KHP Department embarked on an extensive strategic planning process. Framed within the University and College mission, vision and values, the department began that process by collecting data on the department’s performance from key stakeholders. The department’s strategic plan process resulted in the development of our strategic initiative document. This document detailed our mission, departmental vision and core values. These align with the CPP and COS mission, vision, and values (see Table 1).

1.3 History

The last full program review completed was conducted in 2010. A program review was started in 2016 but was halted before completion due to quarter-to-semester conversion. The period assessed for this Program Review will cover the last seven years (Fall 2015-Spring 2022). During this review period, the KHP Department has undergone extensive changes which will be detailed in this document.

In Fall 2018, CPP converted from quarters to semesters. The planning for semester conversion began in 2014 and was a very long and involved process. We made significant changes to the curriculum during the semester conversion process. We went from three options (Exercise Science, Health Promotion and Pedagogy) to two options (General and Pedagogical Kinesiology). In the General Option, we created three emphasis areas (Exercise Science, Health Promotion and Socio-Cultural). These changes will be discussed in more detail below and in section 2 of this document.

Curriculum sheets for all years of the review period can be found at: <https://www.cpp.edu/academic-programs/academic-advising/tools/sheets-roadmaps/index.shtml>

KHP Personnel

During this review period, Dr. Perky Vetter retired as the long-time chair of the KHP Department and Director of the Motor Development Clinic, and Dr. Laura Chase was elected department chair. The department added an associate chair in Fall 2020 to primarily assist with advising and orientation. Dr. Ken Hansen was appointed to this role after serving the previous 11 years as graduate coordinator. Dr. Lara Killick was elected as the new graduate coordinator in Fall 2020. In Fall 2021, Dr. Killick also assumed the responsibilities as the credential coordinator for the PETE and APE programs.

The KHP Department has made significant progress in hiring tenure track faculty during the review period. The Department has grown from 7 tenure track faculty members in Fall 2015 to 13 in Spring 2023. The addition of these tenure-track faculty has had a major impact on the department. We have added faculty with expertise in athletic training, exercise behavior modification, biomechanics, adapted physical activity, biopsychosocial aspects of sport and exercise, sociology of health, and motor behavior. The new faculty are very research active and are committed to facilitating experiential learning opportunities for students by including them in their research. All of the KHP faculty hired since 2019 have been engaged in collaborative research projects. Lastly, almost all of the new faculty have submitted either an internal or external grant.

The hiring of 7 new faculty from diverse disciplinary backgrounds provided a new lens for the curriculum redesign process that occurred in August 2021. It also allowed us to expand our curriculum to include a wider range of sub-disciplinary areas. Some examples of these new areas include sport psychology, sport, race and social justice, health disparities and social justice, undergraduate research methods, motor learning and control, and exercise prescription for diverse populations.

The changes in department leadership during this review period and the hiring of seven new faculty between 2019 and 2022 have dramatically transformed the department.

KHP Curriculum Revisions

Two major curriculum revisions to our undergraduate program occurred during this review period. The first major change occurred during the quarter-to-semester conversion process (implemented in Fall 2018) The second major curriculum change occurred with our curriculum redesign retreat in Fall 2021 (implemented Fall 2022). Here, the KHP Department held a five-day curriculum redesign retreat funded by a curriculum redesign grant. The major core and both options were significantly modified at this retreat. Starting in Fall 2022, all incoming students in the department are following the new curriculum and we began offering the new and revised courses.

Two major curriculum revisions were also made to the graduate program. The first major revision occurred during the quarter-to-semester conversion process. The second major revision occurred during the 2020-2021 academic year and resulted in a complete restructuring of the core of the graduate program. The faculty are currently working on revisions to the graduate emphasis areas.

Summary of Undergraduate Curriculum Changes

Undergraduate Major Core

Table 2: Summary of undergraduate curriculum changes

<i>Quarter Major Core</i>	<i>2018 Semester Major Core</i>	<i>2022 Semester Major Core</i>
KIN 201 Introduction to Kinesiology and Health Promotion (3)	BIO1150/L Basic Biology/Lab (3/1) (B2)	BIO 1150/L Basic Biology/Lab (3/1) (B2)
KIN 209 Critical Perspectives in Kinesiology (3)	BIO2340/L Human Anatomy/Lab (2/2)	BIO 2340/L Human Anatomy/Lab (3/1)
KIN 303/L Physiology of Exercise/Lab (3/1)	BIO2350/L Human Physiology/Lab (3/1)	BIO 2350/L Human Physiology/Lab (3/1)
KIN 304/L Introduction to Biomechanics/ Lab (3/1)	KIN2020 Introduction to Kinesiology and Health Promotion (3)	KIN 2020 Introduction to Kinesiology and Health Promotion (3)
KIN 312/A Lifespan Motor Development/Activity (3/1)	KIN2050 Applied Health & Well-Being (3)	KIN 2040/L Biomechanics/Lab (3)

<p>KIN 425/A Tests and Measurement in Physical Education/Activity (3/1)</p>	<p>KIN2200 Pedagogical Principles of Kinesiology and Health Promotion (3) KIN2290 Contemporary Issues in Kinesiology and Health Promotion (3) KIN3030/L Physiology of Exercise/ Lab (3/1) KIN3040 /L Introduction to Biomechanics/Lab (3/1) KIN3620/A Motor Behavior/Activity (3/1) STA1200 - Statistics with Applications (3) (B4)</p>	<p>KIN 2050 Applied Health and Well-Being (3) KIN 2200 Movement Education for Diverse Populations (3) KIN 2290 Contemporary Issues in Health and Human Movement (3) KIN 2460 Foundations of Adapted Physical Activity (3) KIN 3030/L Exercise Physiology/Lab (3/1) KIN 3620/A Motor Behavior/Activity (3/1) KIN 4300 Philosophical and Ethical Issues in Health and Human Movement (3) NTR 3050 Nutrition, Science and Health (3) (B5) STA 1200 Statistics with Applications (3) (B4)</p>
<p>Quarter Option Core— Exercise Science and Health Promotion</p>	<p>2018 General Option Core</p>	<p>2022 General Option Core</p>
<p>Exercise Science Option Required support courses: BIO 115/115A/115L Basic Biology (3/1/1) (B2, B3) CHM 121/L General Chemistry/Lab (3) (B1/B3) KIN 301 Foundations of Exercise Science (4) (B5) STA 120 Statistics with Applications (4) (B4)</p> <p><i>Required option core courses:</i> BIO 235/L Human Physiology (4/1) BIO 303 Genetics (4) FN 235 Nutrition (4) KIN 403/L Physiology of Exercise II (3/1) KIN 412/L Movement Anatomy and Kinesiology (3/1) KIN 430/L Motor Learning and Human Performance (3/1) KIN 453 Principles of Exercise Prescription and Programs (3)</p>	<p>KIN3510 Philosophical and Ethical Issues (3) KIN3650 Dimensions of the Aging Process (3) PHY1210/L Physics of Motion, Fluids, and Heat/Lab (3/1) (B1/B3)</p>	<p>KIN 3600 Research Methods in Health and Human Movement (3) KIN 4410 Internship in Kinesiology (1-2) (2 units required) MHR 3010 Principles of Management (3) PSY 3326 Health Psychology (3) (B5 or D4)</p>

<p>KIN 455 Sports Medicine (4) KIN 456 Exercise Metabolism and Weight Control (3) KIN 458/L Exercise Physiology Clinical/Lab (2/1) KIN 461/462 Senior Project (2/2) KIN 470/L Electrocardiography in Health and Exercise (3/1) PHY 121/L College Physics/Lab (3) ZOO 234/L Human Anatomy (3/2)</p> <p>Health Promotion Option Required support courses: BIO 115/115A/115L Basic Biology (3/1/1) (B2, B3) KIN 370 Stress Management for Healthy Living (4) (B5 or D4) PSY 201 General Psychology (4) (E) STA 120 Statistics with Applications (4) (B4)</p> <p>Required option core courses: BIO 235/235L Human Physiology (4/1) FN 305 Nutrition, Science and Health (4) IBM 301 Principles of Marketing Management (4) KIN 205/A First Aid/Activity (2/1) KIN 207 Personal Health (4) KIN 380 Consumer Health (4) KIN 403/L Physiology of Exercise II (3/1) KIN 408 Drug Education (4) KIN 412/L Movement Anatomy and Kinesiology (3/1) KIN 453 Principles of Exercise Prescription and Programs (3) KIN 455 Sports Medicine (4)</p>		
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<p>KIN 456 Exercise Metabolism and Weight Control (3) KIN 458/L Exercise Physiology Clinical/Laboratory (2/1) KIN 459 Health/Fitness Instructor (3) KIN 461/462 Senior Project (2/2) KIN 479/A Health Needs Assessment (3/1) KIN 480/A Health Program Planning and Evaluation (3/1) PSY 210 Mind, Brain, and Behavior: An Integrated View (4) PSY 326 Health Psychology (4) ZOO 234/L Human Anatomy (3/2)</p>		
<p>Quarter Electives</p>	<p>2018 General Option Electives/Emphases</p>	<p>2022 General Option Electives/Emphases</p>
<p><i>Select 14 units for Health Promotion Option</i></p> <p><i>Select 36 units for Exercise Science Option</i></p> <p><i>The full list of courses can be found at the link below as well as curriculum sheets for all years of the review period.</i></p> <p>https://www.cpp.edu/academic-programs/academic-advising/tools/sheets-roadmaps/2017-2018/sci.shtml</p>	<p>28 Elective Units Required</p> <p>Exercise Science Emphasis 24 units KIN3010 Foundations of Exercise Science (3) (B5) KIN4120/L Movement Anatomy and Kinesiology/Lab (3/1) KIN4500/L Electrocardiography in Health and Exercise/Lab (2/1) KIN4510/A Exercise Prescription and Fitness Testing/Activity (3/1) KIN4530 Sports Medicine (3) KIN4540 Exercise Bioenergetics and Metabolism (3) KIN4550/L Principles of Strength and Conditioning/Lab (3/1)</p> <p>Health Promotion Emphasis 27 units</p>	<p><i>23 Elective Units Required</i></p> <p><i>Exercise Science Emphasis: 23 units</i></p> <p>Recommended Electives: 16 units KIN 3520/A Exercise Prescription and Fitness Testing/Activity (3/1) KIN 3650 Dimensions of the Aging Process (3) KIN 4530/A Sport Injury and Illness/Activity (3/1) KIN 4560 Motor Learning and Control (3) KIN 4580 Exercise Prescription and Fitness Testing for Diverse Populations (2)</p> <p>Other Electives: Minimum of 7 units KIN 3400 Health Disparities and Social Justice (3)</p>

	<p>IBM3012 Principles of Marketing Management (3) KIN4510/A Exercise Prescription and Fitness Testing/Activity (3/1) KIN4550/L Principles of Strength and Conditioning/Lab (3/1) KIN4650/A Health Promotion Program Planning/Activity (3/1) PSY2201 Introduction to Psychology (3) (E) PSY3314 Human Relations in Organizations (3) PSY3326 Health Psychology (3) (B5 or D4) PSY4170 Basic Counseling Skills (3)</p> <p>Sociocultural Emphasis 21 units EWS4070 Diverse Gender and Sexual Identities (3) (D4) KIN4430 Inequality in Sport and Physical Activity (3) (D4) KIN4440 Sport and Film (3) (D3) KIN4450 Social and Historical Perspectives in Kinesiology (3) SOC2201 Introduction to Sociology (3) (D3) SOC3309 Social Stratification and Inequality (3) SOC3340 Social Change and Social Movements (3)</p>	<p>KIN 4040 Applied Biomechanics (3) KIN 4120/L Movement Anatomy and Evaluation/Activity (2/1) KIN 4500/L Electrocardiography in Health and Exercise/Lab (2/1) KIN 4540 Exercise Bioenergetics and Metabolism (3) KIN 4550 Principles of Strength and Conditioning (3) KIN 4650/A Intervention Design and Evaluation/Activity (3/1) KIN 4570 Sport Psychology (3) KIN 4610 Senior Project (3)</p> <p><i>Public Health Emphasis: 23 units</i> Recommended Electives: 16 units ANT 3570 Health Systems Past and Present (3) KIN 2400 Foundations of Public Health and Applied Epidemiology (3) KIN 3400 Health Disparities and Social Justice (3) KIN 4650/A Intervention Design and Evaluation/Activity (3/1) SOC 2201 Introduction to Sociology (3)</p> <p>Other Electives: Minimum 7 Units BIO 1020 Plagues, Pandemics and Bioterrorism (3) (B2) BIO 3040 Environment and Society (3) (B5) EC 1100 Contemporary Economic Issues (3) EWS 2180 Ethnic Studies of Food, Nutrition, and Health Disparities (3) (F) KIN 3010 Foundations of Exercise Science (3) (B5) KIN 3650 Dimensions of the Aging Process (3)</p>
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		<p>KIN 4610 Senior Project (3) PLS 4800 Policies of Need and Greed (3) (D4) RS 1110 Introduction to Regenerative Studies (3) (E) SOC 4250 Demography and Public Policy (3)</p> <p><i>Sport and Social Justice</i> <i>Emphasis: 23 units</i> Recommended Electives: 15 units</p> <p>KIN 2300 Introduction to Sport and Social Justice (3) KIN 4450 Social and Historical Perspectives in Kinesiology (3) KIN 4490 US Sport, Culture, and Social Justice (3) (D4) SOC 2201 Introduction to Sociology (3) SOC 3340 Social Change and Social Movements (3)</p> <p>Other Electives: Minimum 8 Units</p> <p>EWS 1401 Introduction to Ethnic Studies (3) (F) KIN 3400 Health Disparities and Social Justice (3) KIN 4430 Inequality in Sport and Physical Activity (3) (D4) KIN 4570 Sport Psychology (3) KIN 4610 Senior Project (3) KIN 4650 Intervention Design and Evaluation (3) KIN 4650A Intervention Design and Evaluation Activity (1) URP 1051 Ethnic Communities, Places, and Urban Planning (3) (F)</p>
<i>Pedagogy Quarter Option</i>	2018 Pedagogical Kinesiology Semester Option	<i>2022 Physical Education Teacher Education Semester Option</i>
<p>GED 400/L Foundations of Educational Computer Literacy/Lab (3/1) KIN 204/A Field Work for Prospective Physical</p>	<p>KIN 2220/A Pedagogy Theory and Fieldwork/Activity (1/2) KIN 2460S/AS Introduction to Students with a Disability Service-Learning Activity/Activity (1/3)</p>	<p>KIN 2220 Introduction to Physical Education Teacher Education (3) KIN 2230 Standards and Assessment (3)</p>

<p>Education Teachers/Activity (1/2)</p> <p>KIN 205/205A First Aid/Activity (2/1)</p> <p>KIN 206S/AS - Introduction to Students with a Disability Service Learning/Activity (3/1)</p> <p>KIN 208/A Introduction to Pedagogy Theory /Activity (2/2)</p> <p>KIN 210 History of Physical Education and Sport (4)</p> <p>KIN 250/A Teaching Team Court Sports (2/1)</p> <p>KIN 251/A Teaching Outdoor/Adventure Education/Activity (1/1)</p> <p>KIN 252/A Teaching Team Field Sports/Activity (1/2)</p> <p>KIN 253/A Teaching Individual and Fitness Activities/Activity (2/1)</p> <p>KIN 255/A Teaching Rhythms and Dance/Activity (1/2)</p> <p>KIN 256/A Teaching Cultural Diversity and Innovative Activities/Activity (2/1)</p> <p>KIN 257/A Gymnastics and Self-Defense/Activity (2/1)</p> <p>KIN 262/A Teaching Racquet Activities/Activity (1/2)</p> <p>KIN 264/A Teaching Aquatics Activity (1/1)</p> <p>KIN 310 Philosophy of Physical Education and Sport (3)</p> <p>KIN 328/A Elementary Physical Education Activity (2/1)</p> <p>KIN 405S/AS Adapted Physical Education Fieldwork Service Learning/Activity (2/1)</p> <p>KIN 420 Management Principles in Kinesiology and Sport (3)</p> <p>KIN 430/L Motor Learning and Human/Activity (3/1) Performance/Lab (3/1)</p> <p>KIN 440 Physical Education Curriculum (4)</p>	<p>KIN 3210/A Teaching Outdoor and Adventure Education/Activity (1/2)</p> <p>KIN 3220/A Teaching Individual, Dual and Team Sports/Activity (1/2)</p> <p>KIN 3230/A Teaching Rhythms and Dance/Activity (1/1)</p> <p>KIN 3240/A Teaching Gymnastics, Self-Defense and Secondary PE and Fitness/Activity (1/1)</p> <p>KIN 3250/A Teaching Aquatics/Activity (1/1)</p> <p>KIN 3260/A Teaching Elementary Physical Education and Fitness/Activity (2/1)</p> <p>KIN 3500 Philosophical and Ethical Issues in Physical Education (3)</p> <p>KIN 3550/A Physical Education Curriculum and Assessment/Activity (2/1)</p> <p>KIN 4050S/AS Adapted Physical Education Fieldwork/Activity (1/1)</p> <p>KIN 4450 Social and Historical Perspectives in Kinesiology (3)</p> <p>KIN 4620 Senior Seminar for Pedagogical Kinesiology (3)</p> <p>NTR 3050 Nutrition, Science and Health (3) (B5)</p> <p>PHY 1020 Fundamentals of Physics (3) (B1)</p>	<p>KIN 3100 Elementary Physical Education (3)</p> <p>KIN 3110 Secondary Physical Education - 1 (3)</p> <p>KIN 3120 Secondary Physical Education - 2 (3)</p> <p>KIN 3130 Teaching Aquatics (2)</p> <p>KIN 3140 Outdoor Education and Adapted Games (2)</p> <p>KIN 3460/A Applied Adapted Physical Education/Activity (1/2)</p> <p>KIN 4200 Physical Education Curriculum and Assessment (3)</p> <p>KIN 4330/A Adapted Physical Education Motor Assessment/Activity (2/1)</p> <p>KIN 4450 Social and Historical Perspectives in Kinesiology (3)</p> <p>KIN 4620 Physical Education Teacher Education Capstone (2)</p>
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KIN 441 School Health Education (3) KIN 450 Socio-Cultural Perspectives of Physical Activity (4) KIN 463 Senior Seminar for Pedagogy (4)		
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The major core for the undergraduate program has undergone significant changes from 2015-2022. In 2015, the major core consisted of 39 quarter units (the equivalent of 26 semester units) and just 21.7% of the courses in each option. The core was strengthened significantly during the semester conversion process with the addition of a three-unit 'introduction to the field' course (KIN 2020), an applied health and well-being course (KIN 2050), a teaching principles course (KIN 2200), and a contemporary issues course (KIN 2290). The core went from 39 quarter units to 39 semester units (32.5%). During the 2021 curriculum redesign, the major core was strengthened once again with the addition of three more courses (KIN 2460 Foundations of Adapted Physical Activity, KIN 4300 Philosophical and Ethical Issues in Health and Human Movement, and NTR 3050 Nutrition, Science and Health) for a total of 48 units and 40% of the courses for both options.

The options have also undergone significant revision from 2015-2022. Three options (Exercise Science, Health Promotion and Pedagogy) were streamlined to two options (General and Pedagogical Kinesiology) during the semester conversion process. Three emphasis areas were created in the General Option (exercise science, health promotion and socio-cultural). The changes were designed to simplify our curriculum to make it easier for students to graduate in a timely manner and to increase the flexibility for students. Additional changes were made to the emphasis areas during the 2021 redesign.

These changes are discussed in greater detail in Section 2.2

Summary of Graduate Program Curriculum Changes

Guided by our Strategic Plan, the MS curriculum has undergone a significant redesign over the past 3 years. In Fall 2020, the Graduate faculty collaborated to develop a more comprehensive core curriculum for KHP graduate students. The changes are summarized in Table 3.

Table 3: Summary of Graduate Core changes (AY 2020/21)

Old Core Requirements	New Core Requirements
KIN 5520 Sociocultural perspectives of Kinesiology (3) KIN 5900 Research Methods (3) KIN 5910 Research Design (3)	KIN 5900 Applied Inquiry & Research Design (3) KIN 5910 Data Analysis, Synthesis & Interpretation (3) KIN 5920 Critical Analysis of Research (1+1) KIN 5930 Research Colloquium (1+1) KIN 5940 Practicing Professional Competencies (2)
Culminating Experience: Select one: KIN 6950 Master's Project (3+3) or KIN 6960 Master's Thesis (3+3)	IGNITE: 2 units. Select from: KIN 4410 Internship KIN 5000 Special study

	KIN 5990/A Special topics KIN 6910 Directed research KIN 6920 Independent research Study Abroad
	Culminating Experience 2 units. Select one: KIN 6950 Master's Project (1+1) or KIN 6960 Master's Thesis (1+1) or KIN 6970 Comprehensive Exams (1+1)
Total units: 15	Total units: 16

These courses were approved in Spring 2021 and went into effect Fall 2022. This action addressed several of the areas of need including compliance with [EO 1071](#) (this Executive Order issued by the Chancellor's Office stipulates that "an option/concentration or special emphasis must constitute less than one half of the total units for the major/degree"). Our former curriculum was out of compliance with this stipulation. These changes allowed us to comply with EO 1071, build a cohort experience, provide career planning/preparedness content, embed experiential learning opportunities in the core and reinstate the comprehensive exams as an option for the culminating experience. We are currently applying the same strategic approach to the redesign of our areas of emphasis. These changes are discussed in greater detail in Section 3.2

Major Program Changes and Achievements

Many of the major changes related to the department curriculum and leadership have been addressed in the previous section. Both quarter to semester conversion and our curriculum re-design had a significant impact on our department curriculum. We have created a curriculum that provides students with the flexibility needed to enter a wide range of graduate programs and careers. We reduced bottleneck courses and time to graduation by moving from an option in exercise science to a general option with an emphasis in exercise science. Our curriculum re-design allowed a major review of our curriculum, updating of student learning outcomes, most of the expanded course outlines in the department, and the creation of a more diverse and inclusive curriculum.

The 2019-20 strategic planning and implementation process had a major impact on the department. The strategic planning process began by collecting feedback from department stakeholders, including faculty, staff and students. Hundreds of pieces of data were then used to identify the areas of strength and growth of the department. Based on this data, our strategic objective, core values, and adaptable goals and strategies were established for the next five years. The department faculty began the implementation of the strategic plan the following year through the creation of strategic doing groups. A major redesign of the undergraduate program followed in Fall 2021. All the changes made in redesign were clearly aligned with the new strategic plan and grounded in feedback from our major stakeholders.

In addition to receiving 6 hires between 2019 and 2022, we applied for and received a new tenure track hire in the ethnic studies cluster hire increasing the department capacity to teach courses related to social justice and to further diversify our curriculum. This was a very competitive process and with only 10 positions for the entire university we were very pleased to get a position in this cluster hire.

The demand for the kinesiology major has continued to be strong throughout the review period. From 2018 to 2022, the number of majors increased by just over 10%. This was the second largest growth in the College of Science, and this was during a period of initial enrollment growth but followed by restriction at the university level. This growth also came despite the general option being impacted. That growth

and high faculty to student ratio (FSR) resulted in the opportunity to hire additional tenure track faculty. As noted above, we have hired 7 new tenure track faculty since 2019.

Recommendations from previous Program Review (2010)

1. *Request a five-year plan for the recruitment of new tenure line faculty.*

Since 2010, multiple five-year plans for faculty recruitment have been completed. We gradually worked to increase the tenure track faculty but between 2010 and 2019 no real progress was made due to faculty departures. Since 2019, the department has hired seven new tenure track faculty. The last three of these hires were driven by the department strategic plan developed in 2019-20. We have requested two additional hires for 2024-25, to replace two current tenure-track faculty who will be retiring in summer of 2023.

2. *Revisit the department strategic plan focusing on the potential to curtail the number of action plans and to refine objectives*

The 2010 department strategic plan was primarily created by two faculty members with limited consultation of all the stakeholders for the department. The department embarked on an entirely different strategic planning process in 2019. The process was overseen by consultants with K2OH Solutions. Many stakeholders were engaged in the process, and they provided feedback on the strengths and areas of growth for the department. Since 2020, the department has been engaged in implementing our strategic plan via strategic doing groups.

3. *Further develop course objectives assuring measurability of student learning outcomes*

We have reviewed all the department's expanded course outlines (which contain the student learning outcomes for each course) for the major core, option core, and electives, with the goal of ensuring that each outcome is measurable and follow the best practices for the development and revision of learning outcomes. The department hired new tenure-track faculty beginning in 2016 with significant experience in assessment and knowledge of best practices around the creation of measurable student learning outcomes.

4. *Review and prioritize action plans for the feasibility and efficiency of course offerings with an eye to reducing time to degree for students*

The semester conversion and curriculum redesign processes allowed us to rethink all our courses and how they are offered to our students. We made some significant curriculum changes that increased our ability to offer courses and flexibility for students. These changes have reduced the time to graduation for our students by eliminating roadblock courses and providing students with flexibility in their curriculum choices.

5. *Refine the KHP assessment strategy to include identification of individuals responsible and timelines for curricular review*

In 2016-17, we reconstituted an inactive department assessment committee. The chair of this committee worked extensively with the department chair and graduate coordinator to redo our program learning outcomes and to begin to revise our course level student learning outcomes. We identified specific courses and corresponding faculty who would be responsible for assessing specific learning outcomes in their courses. A timeline was established for assessing all the program learning outcomes. Each year we reassess which courses are being assessed and who is responsible for that assessment.

6. *Refine KHP assessment tools, including questionnaire items and rubrics*

Along with the reactivation of the department assessment committee, the assessment committee chair was involved in assessment at the college and university level. They spearheaded the creation of appropriate and valid assessment tools for the department to use across the curriculum. Faculty also have the autonomy to create their own assessment tools, and many have

done so. Department faculty, including the current department chair, have attended the annual assessment institute to learn more about effective assessment and how to build quality assessment tools.

7. *Collect and utilize data to support decision making on course offerings with the intent to decrease the need for “last minute decisions,” support cases for increasing lab/classroom space as well as new faculty lines*

Data on course offerings has been used not only to justify new faculty lines and space allocation but also to shape the department curriculum. Prior to semester conversion and the creation of a general option there were huge bottlenecks in the department. These bottlenecks made it difficult for students to get the classes they needed to graduate in a timely manner. The change in curriculum has significantly reduced these bottlenecks and time to graduation. The continued demand for the kinesiology major has led to the construction of a new, state-of-the-art exercise science laboratory. The lab is expected to be up and running in Spring 2024.

8. *Investigate both student and faculty perspectives on the issue of timely feedback on student course work*

It is unclear if this was investigated in 2010 as the department chair at the time retired in 2016. But during the strategic planning process in 2019-20 student feedback did not find this to be an issue. There has also been a significant change in the department faculty since 2010.

9. *Further investigate the current approach to student advising and consider shifting routine elements from faculty to qualified individuals in central office and/or online formats*

There have been significant changes to department advising since 2014. Undergraduate academic advising was shifted from the department faculty in KHP to professional advisors. However, much of the undergraduate advising was still completed by the department chair. In 2020, an associate chair was brought on board to help with undergraduate academic advising. In 2022, the university began the process of shifting to a more professional advising model across the university and every undergraduate student is now assigned a professional academic advisor. Graduate academic advising is completed by the Graduate Coordinator.

10. *Reemphasize faculty service on university committees*

Faculty going through the RTP process are required to serve at the department, college and university level. Faculty are also encouraged through the Post Tenure Review process to continue to serve on university committees.

11. *Establish a modest employee wellness program managed by KHP faculty and integrating KHP students and facilities*

The Mind & Heart Lab was created in 2018, to provide research opportunities and programs for CPP students, faculty and staff. It is not an employee wellness program but provides resources to faculty, staff and students focused on wellness.

12. *Vigorously pursue inclusion of KHP facility needs, inclusive of laboratories and equipment, instructional space that anticipates student enrollment growth, and appropriate administrative, support and faculty office, in the campus master plan.*

Since 2016, there have been significant improvements to KHP Department spaces. The Biomechanics laboratory was completely remodeled to provide a 23-seat multiple purpose classroom/lab space, the department weight room was remodeled to include squat racks, Olympic lifting platforms and resistance machines, and a new state of the art exercise science laboratory is currently being built in building 41 and is scheduled to be completed in Fall 2023.

1.4 Inclusive Polytechnic Education

The KHP Undergraduate and Graduate programs embody the values and elements of [CPP model of an inclusive polytechnic education](#) through its major core curriculum, embedded course assignments, and co-curricular activities (see table 4). Below table 4 is a brief description of the dimensions of our programs that exemplifies each element. Core courses at the undergraduate and graduate level are included as well as capstone courses, culminating experience courses and co-curricular activities. Below Table 4, we address how the department is meeting each element of the polytechnic approach at Cal Poly Pomona.

Table 4 - Alignment of Department Activities to the Inclusive Polytechnic Education

Department Activity (Curricular and Co-Curricular)	Elements of Inclusive Polytechnic Education							
	Application of Knowledge	Critical Thinking & Problem Solving	Creativity, Discovery, & Innovation	Diverse & Multi-Disciplinary Perspectives	Integration of Technology	Collaborative Learning	Community & Global Engagement	Professional & Career Readiness
KIN 2020		U		U		U		
KIN 2040/L	U	U	U	U	U			
KIN 2050		U	U		U			
KIN 2200		U	U	U	U	U		
KIN 2290	U	U	U	U		U	U	
KIN 2460	U	U	U	U	U	U	U	U
KIN 3030/L	U	U	U	U	U	U		U
KIN 3620/A	U	U	U	U	U	U		
KIN 4410	B	B	B	B	B	B		B
KIN 4610	U	U	U	U		U		U
KIN 4620	U	U	U	U		U		U
KIN 4650/A	U	U	U	U		U		U
KIN 5900	G	G	G	G		G	G	G
KIN 5910	G	G	G	G		G	G	G
KIN 5920	G	G	G	G		G	G	G
KIN 5930	G	G	G	G	G	G		G
KIN 5940	G	G	G	G	G	G		G
KIN 5990	G	G	G	G	G	G		G
KIN 6950	G	G	G	G	G	G		G
KIN 6960	G	G	G	G	G	G		G
KIN 6970	G	G	G	G	G	G		G

Biomechanics Lab	B	B	B	B	B			B
Exercise Science Lab	B	B	B	B	B			B
Mind and Heart Lab	B	B	B	B	B	B	B	B
Molecular Ex Phys Lab	B	B	B	B	B	B		B
Motor Devel Clinic	B	B	B	B	B	B	B	B
KHP Club			U	U		U	U	U
PT and OT Club			U	U		U	U	U
I Poly Collaboration	U		U	U		U	U	
Elementary PE Workshop	B	B	B	B	B	B	B	B
IGNITE (experiential learning)	G	G					G	G

U – Undergraduate Students
G – Graduate Student
B – Undergraduate and Graduate Students

Community and Global Engagement

Undergraduate: Between 2018 and 2022, students in the General Option were encouraged to participate in KIN 4410 Internship in Kinesiology, but it was not required. In the 2021 curriculum redesign process, KIN 4410 was added to the option core for all students in the General Option. Thus, all students in the General Option are now required to complete an internship. In the PETE option, students do not complete an internship, but they gain extensive community engagement experience through teaching at I-Poly High School in KIN 3110 and KIN 4620. In these courses, KHP PETE students prepare and teach in-person lessons to the physical education classes at I-Poly.

All KHP students also now take KIN 2460, which introduces them to working with clients from the community with disabilities at the Motor Development Clinic. In addition, students in the major are afforded the opportunity to volunteer at the Elementary PE Workshop that is hosted annually by KHP, and with local disability sports groups.

Graduate: As part of the graduate curriculum revisions initiated in 2020, we worked to increase the experiential learning and professional development of our graduate students. We implemented what we informally call, the Innovative, Growth, Networking, Inquiry, Transformative & Experiential (IGNITE) initiative. As part of our core curriculum, we require all graduate students to complete a minimum of 2 units in designated experiential learning courses. Students can choose to meet this requirement through an internship (KIN 4410), directed or independent research (KIN 6910/6920), special study/topic for graduate students (KIN 5000/5990/5990A), select service-learning courses or participation in a study abroad experience. Graduate students work with the Graduate Coordinator to identify which experiential learning courses best support their career goals and when to schedule these classes in their roadmap. These immersive courses provide students with the opportunity to apply their course knowledge in real-world scenarios. Through these experiences they are prepared for leadership roles and careers in the KHP field. This initiative promotes the following elements of CPP’s model of an inclusive polytechnic education: community & global engagement, application of knowledge, critical thinking and problem-solving and professional and career readiness.

Application of knowledge and critical thinking and problem solving

Undergraduate: Students in the department are prepared throughout their program to apply their knowledge, think critically and problem solve. Beginning in their lower division courses, such as KIN 2290 Contemporary Issues in Health and Human Movement, students delve into the academic literature to think critically about contemporary issues and to apply their knowledge to develop solutions to these issues. In our upper division core classes, such as KIN 3030/L Exercise Physiology, students apply their knowledge gained in lower division courses (e.g., perform fitness testing protocols, maximum strength testing) within a laboratory setting.

As noted above, all students in the General Option now must complete an internship in KIN 4410. For the internship, students work with a community partner, (e.g., physical therapy clinic, athletics program) to gain valuable applied experience and to gain the volunteer hours required for admission to many graduate programs. KIN 4610 Senior Project was removed as a required course during quarter to semester conversion, because there were insufficient faculty resources to allow every student in a large major to complete a senior project in a timely manner but also because this was not the best experiential learning opportunity for all our students. Students taking the internship course apply knowledge from the program and engage in critical thinking and problem solving as they gain work experience in areas related to kinesiology and health promotion. Students in the PETE option apply knowledge learned in their required teaching methods courses through teaching opportunities among fellow PETE students and/or I-Poly students.

Graduate: All graduate students are required to complete a culminating experience to demonstrate their mastery of their degree subject matter. Students can choose to complete a Thesis (KIN 6960), Project (KIN 6950) or Comprehensive Exams (KIN 6970). All three options are completed across two semesters. The culminating experiences represent the students' mastery of the following elements of an inclusive polytechnic education: application of knowledge, critical thinking & problem-solving and, creativity, discovery and innovation. In addition, a variety of embedded course assignments across the breadth of the graduate program offer students the opportunity to apply their knowledge and engage in critical-thinking and problem solving. For example, in KIN 5900 students develop a mock NIH grant application and produce a conference poster summarizing their proposed study. They present this poster at the 5900 Research Symposium at the end of the Fall semester. Attended by KHP faculty, senior graduate students and other engaged stakeholders, the Symposium offers students the opportunity to present their mock studies in a concise visual format and receive feedback on their emergent research plans.

Professional and career readiness

Undergraduate: Students in the General Option are now required to take KIN 4410 Internship in Kinesiology to enhance their professional and career readiness. Students interested in pursuing graduate study in kinesiology are provided opportunities to develop their research skills through KIN 4610 Senior Project. Opportunities also exist in the Motor Development Clinic where all students in the major can gain experience working with students with disabilities. Undergraduate students can also enroll in KIN 4000 Independent Study and work with KHP faculty on research endeavors. PETE students receive multiple opportunities to develop their teaching skills by teaching physical education lessons to their peers and to students at I-Poly High School. In addition, both the KHP Club and Pre PT and OT Clubs host guest speakers in various careers related to kinesiology and health promotion, to expose our students to a diversity of career options.

Graduate: All graduate students are required to take KIN 5940: Practicing Professional Competencies. This course emphasizes the development of the professional competencies graduate students require to be model, dynamic and adaptable leaders in the KHP field. In this course, students complete several self-assessments (e.g., Clifton Strengths Quest) and professional development courses (e.g., NASBA certified LinkedIn Learning courses), conduct an informational interview with an aspirational practitioner

in their chosen career, conduct a personal Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and develop a Career Action Plan. In so doing, all graduate students develop the professional and career readiness skills associated with CPP's model of an inclusive polytechnic education.

Diverse and multi-disciplinary perspectives

Undergraduate: KHP Department students take a major core which exposes students to diverse and multi-disciplinary perspectives. Students take courses in many of the subdisciplines of kinesiology (e.g., introduction to kinesiology and health promotion, health and wellness, socio-cultural approaches to contemporary issues, movement education for diverse populations, foundations of adapted physical activity, biomechanics, exercise physiology, motor behavior, and philosophical and ethical issues in kinesiology) within our major core so that they are exposed a variety of disciplinary perspectives.

We also increased the focus on diverse perspectives within the entire undergraduate curriculum during the curriculum redesign process. Every expanded course outline was updated to include diverse perspectives where possible. Our course on adapted physical activity was added to our major so that every student in the department is introduced to physical activity for individuals with disabilities. One course called Pedagogical Perspectives of Physical Activity was renamed Movement Education for Diverse Populations and restructured to provide a more inclusive approach to movement education.

Graduate: Our core curriculum promotes the diverse ways each KHP sub-discipline advances the art and science of health and human movement. Through KIN 5900/5910, all graduate students are exposed to the diverse research philosophies, study designs, methods and analytical techniques employed within KHP. In KIN 5920/5930, students are exposed to the diversity of thought and research conducted within KHP. In all 4 courses, students are required to engage with materials outside of their specialist sub-discipline to develop a broader appreciation of the value of all KHP sub-disciplines.

Creative, discovery and innovation

Undergraduate: The department has strongly encouraged students to participate in faculty research opportunities. The hiring of 7 new faculty over the last 3 years has provided students with many more opportunities to work with faculty on creative research projects.

Graduate: Through the IGNITE initiative, their culminating experience and co-curricular activities, graduate students are encouraged to engage in research and product development designed to advance the art and science of health and human movement. Over the course of the review period, graduate students have presented their work at 53 local, regional, national, and international conferences, published 11 peer-reviewed artifacts, and written \$17,025 of successful grant applications.

Collaborative learning

Undergraduate: Students engage in collaborative learning in many of the major core classes within the department. For example, in exercise physiology lab, biomechanics lab, motor learning activity courses and the foundations of adapted physical activity course students work together in groups to tackle issues and problem solve in a hands-on environment. Many students also participate in research projects with faculty and become part of a research team. As noted above, KHP houses two student clubs, the Pre PT and OT club and the KHP Club. In both clubs, students work together to host speakers' series events, organize social events, and fundraise to support the club. They also begin to develop networking skills. Each of these club have student leaders from treasurer to club president. Both clubs are supported by KHP, and a faculty member serves as a mentor. Students also have the opportunity to work together with other KHP students, and faculty in the MDC to provide programming to clients with disabilities.

Graduate: Introduced in Spring 2021, we offer a Graduate Teaching Associate (GTA) mentorship program for graduate students employed by the department as GTAs. The GTA mentorship program is facilitated by the current Graduate Coordinator. The program provides a supportive, collaborative learning community for students interested in developing their pedagogical skills. Each week, the GTA's meet to discuss various pedagogical strategies designed to improve their ability to create an inclusive and engaged student learning environment. Guided conversations and applied activities are facilitated by the Graduate Coordinator. Senior GTA's are encouraged to take on a leadership role in the program, offering peer mentorship in the weekly sessions and beyond the classroom. The mentorship program offers a supportive space for GTA's to share their experiences, celebrate the teaching 'wins', and strategize the challenges.

1.5 Credit Hour

As of July 1, 2011, federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."*

A credit hour is assumed to be a 50-minute period. In courses in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

For each class in the KHP Department, an expanded course outline (ECO) has been created and approved through the curriculum process. ECO's are developed to serve as a guide to create course syllabi that are consistent across multiple course sections, regardless of the faculty member teaching the class. ECO's contain student learning outcomes, assignments, grading schema, textbook, suggestions, and contact hours required for the course. While faculty members teaching any course do have the academic freedom to teach the class as they see fit, faculty cannot deviate from the ECO. As an example, if a course is designed as a face-to-face meeting course, faculty cannot arbitrarily teach the class asynchronously. Faculty cannot arbitrarily modify the meeting frequency either. One of the main functions of an ECO is to ensure consistency across all aspects of a course that has multiple sections and/or offered over several semesters.

Another way faculty are held accountable for meeting the credit hour/contact time requirement is through faculty peer observations. When evaluating a faculty member, peer observers are required to review the course syllabus for appropriate course content, assignments, meeting frequency, etc.

All courses in KHP, including in person, asynchronous, hybrid and HyFlex courses, would be required to meet the credit hour policy. In courses that do not have an in-person component or "seat time," the students are expected to complete work that would be the equivalent to the in-person component, in addition to out-of-class work. So, a 3-unit course in-person course would meet for 150 minutes per week, whereas an asynchronous course would have 150 minutes of work expected. Assignments could include a variety of activities including watching videos, engaging in group work, etc. In addition, 6 hours of time

devoted to out-of-class work would still be expected. This is assessed through ongoing evaluation of the expanded course outlines and in the peer observation process. The KIN 4410 internship course would follow this same policy. Our internship is offered as a 2-unit course. So, students would be expected to commit 100 minutes per week of work plus 4 additional hours of out-of-class work.

2 BS KINESIOLOGY PROGRAM QUALITY

This chapter serves to provide information about the evolution of the undergraduate degree program during this review period. A lot of work has been done revising the curriculum through semester conversion and our curriculum redesign retreat in 2021. The section will begin by providing some demographic information and then transition into curriculum revisions designed to maximize student success.

2.1 Student Profile at Admission and Enrollment

The following data in Tables 5 and 6 were compiled using data requested from the Office of Academic Resources. Tables 5 and 6 provided admission trends. Some of the data may be missing due to students not reporting information or because we were not able to locate it.

Table 5 – Admission trends for first-time freshmen³

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Applied	1006	1124	1060	1009	1171
Gender					
Male	483	549	488	519	591
Female	523	575	572	490	580
Not Reported	0	0	0	0	0
URM Status					
URM	78	105	62	69	71
Non-URM	45	50	53	57	67
Not Reported	883	969	945	883	1033
1 st Gen Status					
1 st Generation	64	90	76	69	73
Not 1 st Generation	58	64	39	57	61
Not Reported	884	970	945	883	1037
Admitted	800	915	675	584	646
Gender					
Male	364	421	284	286	269
Female	436	494	391	298	377
Not Reported	0	0	0	0	0
URM Status					
URM	78	105	62	68	71
Non-URM	45	50	53	57	67
Not Reported	677	760	560	459	508
1 st Gen Status					
1 st Generation	64	90	76	68	73
Not 1 st Generation	58	64	39	57	61
Not Reported	678	761	560	459	512
Enrolled	119	153	112	123	137
Gender					
Male	71	71	52	67	51
Female	48	82	60	56	86
Not Reported	0	0	0	0	0
URM Status					
URM	75	103	62	67	71
Non-URM	44	50	50	56	66
Not Reported	0	0	0	0	0
1 st Gen Status					
1 st Generation	61	89	73	68	72
Not 1 st Generation	57	63	39	55	61
Not Reported	1	1	0	0	4

*Note: Students who did not report their demographics are counted as “Not Reported”.

³ Academic Resources Office data request

It is important to note that there were slight inconsistencies in the number of students admitted in fall 2021 between the Tableau admissions dashboard and the data warehouse (where the data was pulled).

Table 6 – Admission trends for transfer students⁴

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Applied	362	399	498	415	481
Gender					
Male	209	215	256	253	271
Female	152	184	242	162	210
Not Reported	1	0	0	0	0
URM Status					
URM	34	48	31	34	39
Non-URM	17	31	22	16	44
Not Reported	311	320	445	365	398
1 st Gen Status					
1 st Generation	25	55	30	33	43
Not 1 st Generation	24	19	21	16	32
Not Reported	313	325	447	366	406
Admitted	124	180	154	121	186
Gender					
Male	63	95	75	69	94
Female	60	85	79	52	92
Not Reported	1	0	0	0	0
URM Status					
URM	34	48	31	33	39
Non-URM	17	30	22	16	43
Not Reported	73	102	101	72	104
1 st Gen Status					
1 st Generation	25	54	30	33	43
Not 1 st Generation	24	19	21	16	31
Not Reported	75	107	103	72	112
Enrolled	49	76	52	49	81
Gender					
Male	22	44	25	27	45
Female	27	32	27	22	36
Not Reported	0	0	0	0	0
URM Status					
URM	33	46	31	33	40
Non-URM	16	30	21	16	41
Not Reported	0	0	0	0	0
1 st Gen Status					
1 st Generation	24	52	30	33	43
Not 1 st Generation	23	19	20	16	31
Not Reported	2	5	2	0	7

*Note: Students who did not report their demographics are counted as "Not Reported".

⁴ Academic Resources Office data request

Table 7 and Figure 1 provide enrollment trends for the program.

Table 7 – Enrollment trends for all students⁵

Enrollment Trends					
Term	Overall Program	Freshmen	Sophomore	Junior	Senior
Fall 2017	652	207	105	114	226
Fall 2018	624	174	124	129	197
Fall 2019	717	179	122	165	251
Fall 2020	771	187	154	172	261
Fall 2021	715	188	132	175	228

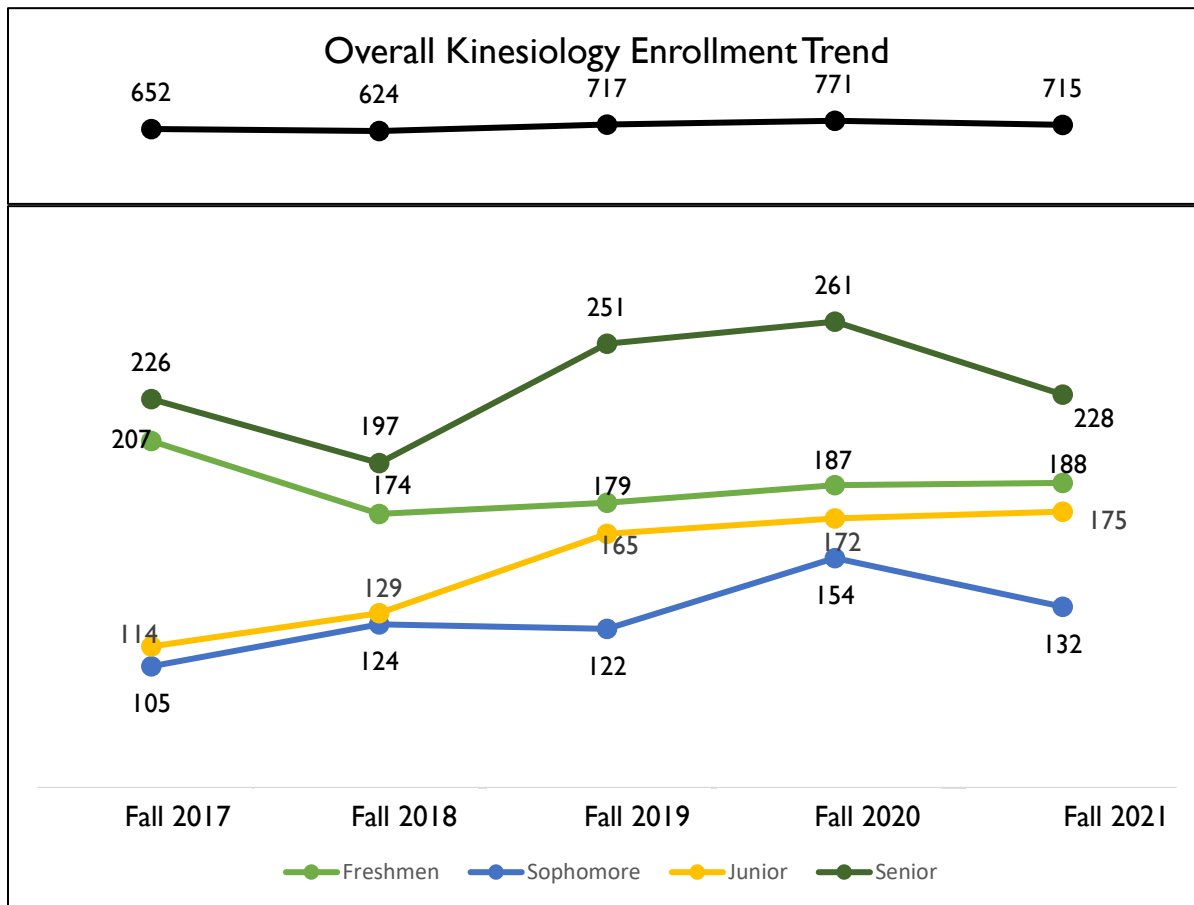


Figure 1 – Enrollment headcount for all students majoring in Kinesiology

As indicated in Table 5 above, the students who apply to KHP, then are subsequently admitted and enroll in coursework included more females than males applying and being admitted. The data above also shows that KHP is a Hispanic serving major and that URM numbers are significantly higher than non URM numbers. This is a benefit to the department, especially in courses where topics and issues related to diversity and equity.

In 2015, the general option became impacted. This occurred during a time when KHP had a small tenure-track faculty in relation to the number of exercise science option majors. Faculty struggled to meet the demand of so many students. While KHP has increased the size of tenure track faculty by hiring seven

⁵ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/EnrollmentTrend/EnrollmentTrend?.iid=1>

new tenure track faculty since 2019, the KHP general option remains impacted. As a result of impactation, criteria were implemented for current CPP students who wish to change their major into the General Option.

Requirements for Lower-Division Students

- 2.8 CPP and Overall GPA.
- Students must complete at least 1 semester at CPP.
- Once requirements have been met, students must email khpadvising@cpp.edu to be added to a Canvas Change of Major module. Upon successful completion of the module, students will be given next steps.
- For current PETE students who want to switch to general, they must have completed 1 semester at CPP, meet the GPA requirement, and meet with the department chair or associate chair for advising.

Requirements for Upper-Division Students

- 2.8 CPP and Overall GPA.
- "C" or better in BIO 1150/L or BIO 1210/L and STA 1200.
- Students must complete at least 1 semester at CPP.
- Once the above requirements have been met, students must email khpadvising@cpp.edu to be added to a Canvas Change of Major module. Upon successful completion of the module, students will be given next steps.
- For current PETE students who want to switch to general, they must have completed 1 semester at CPP, meet the GPA requirement, meet the course requirements and meet with the department chair or associate chair for advising.

Once these requirements are met, lower division and upper division students must complete a KHP Change of Major course on Canvas (CPP's learning management system). This course consists of learning information about KHP, which includes opportunities for clubs, review of curriculum sheets and roadmaps. The course also includes a video with information about KHP the students must watch. Once this is complete, students must pass a quiz. Students are then provided with a link to access the change of major form. This process has proven useful in ensuring the students admitted into KHP understand the department, potential career options and are well suited to succeed.

2.2 Curriculum and Pedagogy

The major core for the undergraduate curriculum in the KHP Department has undergone significant changes between 2015-2022. In 2015, the major core consisted of 39 quarter units (the equivalent of 26 semester units) and just 21.7% of the courses in each option. The core was strengthened significantly during the semester conversion process with the addition of a three-unit introduction to the field course (KIN 2020), an applied health and well-being course (KIN 2050), a teaching principles course (KIN 2200), and a contemporary issues course (KIN 2290). The core went from 39 quarter units to 39 semester units (32.5%).

During quarter to semester conversion, three options (Exercise Science, Health Promotion and Pedagogy) were streamlined to two options (General and Pedagogical Kinesiology). Three emphasis areas were created in the General Option (exercise science, health promotion and socio-cultural). The changes were designed to simplify our curriculum to make it easier for students, to increase the flexibility for students, and to reduce the time to graduation.

The PETE option for the kinesiology degree is designed to prepare students for a career teaching physical education in a K-12 setting. Required subplan option courses are aligned with the California Commission on Teacher Credentialing (CCTC). Students must complete all subplan option courses with a C or better

to obtain subject matter competency. Doing so waives the requirement to complete the California Subject Examination for Teachers (CSET).

In August 2021, the KHP Department held a five-day curriculum redesign retreat funded by a curriculum redesign grant. The major core and both the general option and pedagogical kinesiology options were reviewed and modified at this retreat. The major core was strengthened once again with the addition of three additional courses (KIN 2460 Foundations of Adapted Physical Activity, KIN 4300 Philosophical and Ethical Issues in Health and Human Movement, and NTR 3050 Nutrition, Science and Health) for a total of 48 units and 40% of the courses for each option. Students entering Fall 2022 are on the new curriculum.

Basic science courses are critical to both options in the KHP degree program. KHP requires that all students in the program complete BIO 1150/L Basic Biology, BIO 2340/L Human Anatomy, and BIO 2350/L Human Physiology. Each of these required courses serve as prerequisites for KHP core courses that include, but are not limited to KIN 2040/L, KIN 3030/L and KIN 3620/A and most upper division elective courses. Students in the general option are preparing for graduate programs. Examples of such programs include physical therapy, occupational therapy, and physician assistant. Each graduate program has identified undergraduate prerequisites that must be completed before applying. Courses typically include one semester of trigonometry (MAT 1060), 1 year of psychology (PSY 2201, PSY 3326), one year of physics (PHI 1210/L, PHY 1220/L) and one year of Chemistry CHM 1210/L, CHM 1220/L). Each of these courses are included in the general option electives. KHP faculty advisors and College of Science advisors work with students individually to help them identify required electives that will serve as prerequisites for specific graduate programs.

The KHP Department also offers a robust general education program. Below is a list of all current general education courses offered by the department.

Table 8 provides a list of GE courses taught by the department and *Table 9* provides a list of honors courses taught by the department

Table 8 – Current General Education Courses⁶

Course	Course Title
KIN 2070	Health and Well-being
KIN 2700	Stress and Management for Healthy Living
KIN 3010	Foundations of Exercise Science
KIN 4430	Inequality in Sport and Physical Activity
KIN 4460	Sport, Media and Social Justice
KIN 4490	US Sport, Culture and Social Justice
KIN 4700	Emotional Wellbeing and Stress Prevention

Table 9 – List of Honors Courses²

Course	Course Title
KIN 4610H	Senior Project
KIN 4990H	Special Topics for Upper Division Students

⁶ Source: Catalog https://catalog.cpp.edu/preview_program.php?catoid=36&poid=9591

Option – Exercise Science and Health Promotion to General Kinesiology

In 2018, the General Option was developed in the semester conversion process. It combined the exercise science and health promotion options and provided students with more flexibility in the curriculum. Several courses that were previously required were not included as required courses in the conversion. These included first aid, consumer health, and a psychology class on mind, brain and behavior.

In this curriculum, the exercise science emphasis prepared students to work as personal trainers, strength, and conditioning coaches, and/or fitness consultants in a variety of settings. Additionally, the option prepares students for advanced degree programs in kinesiology or for entrance to professional schools in areas including physical therapy, occupational therapy, physician assistant, chiropractic, or medicine. The health promotion emphasis prepared students to work at a university or college wellness center, in corporate settings as a wellness professional and to work as a health educator in a wide variety of settings. The socio-cultural emphasis was added and was designed to prepare students for work in social justice, work with international sport organizations, research and consulting on diversity and sport issues, and for advanced graduate work in the field of kinesiology.

The faculty retreat in 2021 offered insight into additional ways KHP could improve the curriculum. One such improvement was with the addition of a public health emphasis. This emphasis is the result of the expertise that one of our recent faculty hires (Dr. Killick) brought to KHP. This emphasis is unique in that no other CSU in the area offers a similar program within a Kinesiology department.

The option core requirements in the General Option changed as well. These include the addition of KIN 3600 Research Methods in Health and Human Movement, KIN 4410 Internship in Kinesiology, MHR 3010 Principles of Management, and PSY 3326 Health Psychology. These courses were added because students enrolled in the general option typically go on to graduate studies in health-related fields and these courses are common prerequisites for graduate school. The senior project was also removed as a required course but remains as an elective course. The other undergraduate prerequisite courses students need for graduate school are completed in subplan option elective courses. Students in the general option work closely with college and department advisors to help select appropriate electives.

Option – Pedagogy to Physical Education Teacher Education (PETE):

In Fall 2018, Cal Poly Pomona converted from quarters to semesters and some changes in the curriculum were needed. These changes were made while ensuring that they did not take the program out of compliance with CTCC guidelines for subject matter competency. To do this, the pedagogy faculty developed a curriculum that merged several courses together. Two introductory courses (KIN 204/A and KIN 208/A) were combined to create KIN 2220/A Introduction to PETE. KIN 206S/AS was updated and converted to KIN 2460S/AS Foundations of Adapted Physical Activity, and it was added to our major core. Our teaching methods courses were streamlined from 9 courses to 6 courses to reduce repetitiveness during quarter to semester conversion.

As we assessed the new semester curriculum, we could see content overlaps and repetition remained within our methods courses created for the semester conversion. We also heard from students that the content in some of the courses was still repetitive. So, in the 2021 curriculum retreat, the faculty made several revisions to the curriculum to streamline the path to graduation. The first change was the name, which was updated to Physical Education Teacher Education (PETE). The next, and most potentially impactful change to the curriculum, came with the decision to eliminate co-requisite activity courses for the teaching methods courses KIN 2220/A, 3210/A, 3220/A, 3230/A, 3240/A, 3250/A, 3260/A, and 3550/A. We merged several other courses to further streamline the curriculum and reduce repetition but also to address areas where student deficiencies were detected.

One area of student deficiency determined by the faculty was a comprehensive understanding of the California Model Content Standards for Physical Education and subsequently how to unpack them. To address this, KIN 2230 was added to the curriculum. In this course, students will receive opportunities to learn about the standards and how to align lessons with the standards as they prepare for a career in teaching.

The following table (Table 2: Same as table in Chapter 1) summarizes the evolution of the Kinesiology curriculum since 2015.

Quarter Major Core	2018 Semester Major Core	2022 Semester Major Core
KIN 201 Introduction to Kinesiology and Health Promotion (3) KIN 209 Critical Perspectives in Kinesiology (3) KIN 303/L Physiology of Exercise/Lab (3/1) KIN 304/L Introduction to Biomechanics/ Lab (3/1) KIN 312/A Lifespan Motor Development/Activity (3/1) KIN 425/A Tests and Measurement in Physical Education/Activity (3/1)	BIO1150/L Basic Biology/Lab (3/1) (B2) BIO2340/L Human Anatomy/Lab (2/2) BIO2350/L Human Physiology/Lab (3/1) KIN2020 Introduction to Kinesiology and Health Promotion (3) KIN2050 Applied Health & Well-Being (3) KIN2200 Pedagogical Principles of Kinesiology and Health Promotion (3) KIN2290 Contemporary Issues in Kinesiology and Health Promotion (3) KIN3030/L Physiology of Exercise/ Lab (3/1) KIN3040 /L Introduction to Biomechanics/Lab (3/1) KIN3620/A Motor Behavior/Activity (3/1) STA1200 - Statistics with Applications (3) (B4)	BIO 1150/L Basic Biology/Lab (3/1) (B2) BIO 2340/L Human Anatomy/Lab (3/1) BIO 2350/L Human Physiology/Lab (3/1) KIN 2020 Introduction to Kinesiology and Health Promotion (3) KIN 2040/L Biomechanics/Lab (3) KIN 2050 Applied Health and Well-Being (3) KIN 2200 Movement Education for Diverse Populations (3) KIN 2290 Contemporary Issues in Health and Human Movement (3) KIN 2460 Foundations of Adapted Physical Activity (3) KIN 3030/L Exercise Physiology/Lab (3/1) KIN 3620/A Motor Behavior/Activity (3/1) KIN 4300 Philosophical and Ethical Issues in Health and Human Movement (3) NTR 3050 Nutrition, Science and Health (3) (B5) STA 1200 Statistics with Applications (3) (B4)
Quarter Option Core— Exercise Science and Health Promotion	2018 General Option Core	2022 General Option Core
Exercise Science Option Required support courses: BIO 115/115A/115L Basic Biology (3/1/1) (B2, B3) CHM 121/L General Chemistry/Lab (3) (B1/B3)	KIN3510 Philosophical and Ethical Issues (3) KIN3650 Dimensions of the Aging Process (3) PHY1210/L Physics of Motion, Fluids, and Heat/Lab (3/1) (B1/B3)	KIN 3600 Research Methods in Health and Human Movement (3) KIN 4410 Internship in Kinesiology (1-2) (2 units required)

<p>KIN 301 Foundations of Exercise Science (4) (B5) STA 120 Statistics with Applications (4) (B4)</p> <p><i>Required option core courses:</i> BIO 235/L Human Physiology (4/1) BIO 303 Genetics (4) FN 235 Nutrition (4) KIN 403/L Physiology of Exercise II (3/1) KIN 412/L Movement Anatomy and Kinesiology (3/1) KIN 430/L Motor Learning and Human Performance (3/1) KIN 453 Principles of Exercise Prescription and Programs (3) KIN 455 Sports Medicine (4) KIN 456 Exercise Metabolism and Weight Control (3) KIN 458/L Exercise Physiology Clinical/Lab (2/1) KIN 461/462 Senior Project (2/2) KIN 470/L Electrocardiography in Health and Exercise (3/1) PHY 121/L College Physics/Lab (3) ZOO 234/L Human Anatomy (3/2)</p> <p>Health Promotion Option Required support courses: BIO 115/115A/115L Basic Biology (3/1/1) (B2, B3) KIN 370 Stress Management for Healthy Living (4) (B5 or D4) PSY 201 General Psychology (4) (E) STA 120 Statistics with Applications (4) (B4)</p> <p>Required option core courses:</p>		<p>MHR 3010 Principles of Management (3) PSY 3326 Health Psychology (3) (B5 or D4)</p>
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<p>BIO 235/235L Human Physiology (4/1) FN 305 Nutrition, Science and Health (4) IBM 301 Principles of Marketing Management (4) KIN 205/A First Aid/Activity (2/1) KIN 207 Personal Health (4) KIN 380 Consumer Health (4) KIN 403/L Physiology of Exercise II (3/1) KIN 408 Drug Education (4) KIN 412/L Movement Anatomy and Kinesiology (3/1) KIN 453 Principles of Exercise Prescription and Programs (3) KIN 455 Sports Medicine (4) KIN 456 Exercise Metabolism and Weight Control (3) KIN 458/L Exercise Physiology Clinical/Laboratory (2/1) KIN 459 Health/Fitness Instructor (3) KIN 461/462 Senior Project (2/2) KIN 479/A Health Needs Assessment (3/1) KIN 480/A Health Program Planning and Evaluation (3/1) PSY 210 Mind, Brain, and Behavior: An Integrated View (4) PSY 326 Health Psychology (4) ZOO 234/L Human Anatomy (3/2)</p>		
<p>Quarter Electives</p>	<p>2018 General Option Electives/Emphases</p>	<p>2022 General Option Electives/Emphases</p>

<p>Select 14 units for Health Promotion Option</p>	<p>28 Elective Units Required</p> <p>Exercise Science Emphasis 24 units KIN3010 Foundations of Exercise Science (3) (B5) KIN4120/L Movement Anatomy and Kinesiology/Lab (3/1) KIN4500/L Electrocardiography in Health and Exercise/Lab (2/1) KIN4510/A Exercise Prescription and Fitness Testing/Activity (3/1) KIN4530 Sports Medicine (3) KIN4540 Exercise Bioenergetics and Metabolism (3) KIN4550/L Principles of Strength and Conditioning/Lab (3/1)</p> <p><u>Health Promotion Emphasis 27 units</u> IBM3012 Principles of Marketing Management (3) KIN4510/A Exercise Prescription and Fitness Testing/Activity (3/1) KIN4550/L Principles of Strength and Conditioning/Lab (3/1) KIN4650/A Health Promotion Program Planning/Activity (3/1) PSY2201 Introduction to Psychology (3) (E) PSY3314 Human Relations in Organizations (3) PSY3326 Health Psychology (3) (B5 or D4) PSY4170 Basic Counseling Skills (3)</p> <p><u>Sociocultural Emphasis 21 units</u> EWS4070 Diverse Gender and Sexual Identities (3) (D4) KIN4430 Inequality in Sport and Physical Activity (3) (D4) KIN4440 Sport and Film (3) (D3)</p>	<p>23 Elective Units Required</p> <p><i>Exercise Science Emphasis: 23 units</i> Recommended Electives: 16 units KIN 3520/A Exercise Prescription and Fitness Testing/Activity (3/1) KIN 3650 Dimensions of the Aging Process (3) KIN 4530/A Sport Injury and Illness/Activity (3/1) KIN 4560 Motor Learning and Control (3) KIN 4580 Exercise Prescription and Fitness Testing for Diverse Populations (2)</p> <p>Other Electives: Minimum of 7 units KIN 3400 Health Disparities and Social Justice (3) KIN 4040 Applied Biomechanics (3) KIN 4120/L Movement Anatomy and Evaluation/Activity (2/1) KIN 4500/L Electrocardiography in Health and Exercise/Lab (2/1) KIN 4540 Exercise Bioenergetics and Metabolism (3) KIN 4550 Principles of Strength and Conditioning (3) KIN 4650/A Intervention Design and Evaluation/Activity (3/1) KIN 4570 Sport Psychology (3) KIN 4610 Senior Project (3)</p> <p><i>Public Health Emphasis: 23 units</i> Recommended Electives: 16 units ANT 3570 Health Systems Past and Present (3)</p>
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	<p>KIN4450 Social and Historical Perspectives in Kinesiology (3) SOC2201 Introduction to Sociology (3) (D3) SOC3309 Social Stratification and Inequality (3) SOC3340 Social Change and Social Movements (3)</p>	<p>KIN 2400 Foundations of Public Health and Applied Epidemiology (3) KIN 3400 Health Disparities and Social Justice (3) KIN 4650/A Intervention Design and Evaluation/Activity (3/1) SOC 2201 Introduction to Sociology (3)</p> <p>Other Electives: Minimum 7 Units BIO 1020 Plagues, Pandemics and Bioterrorism (3) (B2) BIO 3040 Environment and Society (3) (B5) EC 1100 Contemporary Economic Issues (3) EWS 2180 Ethnic Studies of Food, Nutrition, and Health Disparities (3) (F) KIN 3010 Foundations of Exercise Science (3) (B5) KIN 3650 Dimensions of the Aging Process (3) KIN 4610 Senior Project (3) PLS 4800 Policies of Need and Greed (3) (D4) RS 1110 Introduction to Regenerative Studies (3) (E) SOC 4250 Demography and Public Policy (3)</p> <p><i>Sport and Social Justice Emphasis: 23 units</i> Recommended Electives: 15 units KIN 2300 Introduction to Sport and Social Justice (3) KIN 4450 Social and Historical Perspectives in Kinesiology (3) KIN 4490 US Sport, Culture, and Social Justice (3) (D4) SOC 2201 Introduction to Sociology (3) SOC 3340 Social Change and Social Movements (3)</p> <p>Other Electives: Minimum 8 Units</p>
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		<p>EWS 1401 Introduction to Ethnic Studies (3) (F)</p> <p>KIN 3400 Health Disparities and Social Justice (3)</p> <p>KIN 4430 Inequality in Sport and Physical Activity (3) (D4)</p> <p>KIN 4570 Sport Psychology (3)</p> <p>KIN 4610 Senior Project (3)</p> <p>KIN 4650 Intervention Design and Evaluation (3)</p> <p>KIN 4650A Intervention Design and Evaluation Activity (1)</p> <p>URP 1051 Ethnic Communities, Places, and Urban Planning (3) (F)</p>
<i>Pedagogy Quarter Option</i>	2018 Pedagogical Kinesiology Semester Option	<i>2022 Physical Education Teacher Education Semester Option</i>
<p>GED 400/L Foundations of Educational Computer Literacy/Lab (3/1)</p> <p>KIN 204/A Field Work for Prospective Physical Education Teachers/Activity (1/2)</p> <p>KIN 205/205A First Aid/Activity (2/1)</p> <p>KIN 206S/AS - Introduction to Students with a Disability Service Learning/Activity (3/1)</p> <p>KIN 208/A Introduction to Pedagogy Theory /Activity (2/2)</p> <p>KIN 210 History of Physical Education and Sport (4)</p> <p>KIN 250/A Teaching Team Court Sports (2/1)</p> <p>KIN 251/A Teaching Outdoor/Adventure Education/Activity (1/1)</p> <p>KIN 252/A Teaching Team Field Sports/Activity (1/2)</p> <p>KIN 253/A Teaching Individual and Fitness Activities/Activity (2/1)</p> <p>KIN 255/A Teaching Rhythms and Dance/Activity (1/2)</p>	<p>KIN 2220/A Pedagogy Theory and Fieldwork/Activity (1/2)</p> <p>KIN 2460S/AS Introduction to Students with a Disability Service-Learning Activity/Activity (1/3)</p> <p>KIN 3210/A Teaching Outdoor and Adventure Education/Activity (1/2)</p> <p>KIN 3220/A Teaching Individual, Dual and Team Sports/Activity (1/2)</p> <p>KIN 3230/A Teaching Rhythms and Dance/Activity (1/1)</p> <p>KIN 3240/A Teaching Gymnastics, Self-Defense and Secondary PE and Fitness/Activity (1/1)</p> <p>KIN 3250/A Teaching Aquatics/Activity (1/1)</p> <p>KIN 3260/A Teaching Elementary Physical Education and Fitness/Activity (2/1)</p> <p>KIN 3500 Philosophical and Ethical Issues in Physical Education (3)</p> <p>KIN 3550/A Physical Education Curriculum and Assessment/Activity (2/1)</p>	<p>KIN 2220 Introduction to Physical Education Teacher Education (3)</p> <p>KIN 2230 Standards and Assessment (3)</p> <p>KIN 3100 Elementary Physical Education (3)</p> <p>KIN 3110 Secondary Physical Education - 1 (3)</p> <p>KIN 3120 Secondary Physical Education - 2 (3)</p> <p>KIN 3130 Teaching Aquatics (2)</p> <p>KIN 3140 Outdoor Education and Adapted Games (2)</p> <p>KIN 3460/A Applied Adapted Physical Education/Activity (1/2)</p> <p>KIN 4200 Physical Education Curriculum and Assessment (3)</p> <p>KIN 4330/A Adapted Physical Education Motor Assessment/Activity (2/1)</p> <p>KIN 4450 Social and Historical Perspectives in Kinesiology (3)</p> <p>KIN 4620 Physical Education Teacher Education Capstone (2)</p>

<p>KIN 256/A Teaching Cultural Diversity and Innovative Activities/Activity (2/1)</p> <p>KIN 257/A Gymnastics and Self-Defense/Activity (2/1)</p> <p>KIN 262/A Teaching Racquet Activities/Activity (1/2)</p> <p>KIN 264/A Teaching Aquatics Activity (1/1)</p> <p>KIN 310 Philosophy of Physical Education and Sport (3)</p> <p>KIN 328/A Elementary Physical Education Activity (2/1)</p> <p>KIN 405S/AS Adapted Physical Education Fieldwork Service Learning/Activity (2/1)</p> <p>KIN 420 Management Principles in Kinesiology and Sport (3)</p> <p>KIN 430/L Motor Learning and Human/Activity (3/1) Performance/Lab (3/1)</p> <p>KIN 440 Physical Education Curriculum (4)</p> <p>KIN 441 School Health Education (3)</p> <p>KIN 450 Socio-Cultural Perspectives of Physical Activity (4)</p> <p>KIN 463 Senior Seminar for Pedagogy (4)</p>	<p>KIN 4050S/AS Adapted Physical Education Fieldwork/Activity (1/1)</p> <p>KIN 4450 Social and Historical Perspectives in Kinesiology (3)</p> <p>KIN 4620 Senior Seminar for Pedagogical Kinesiology (3)</p> <p>NTR 3050 Nutrition, Science and Health (3) (B5)</p> <p>PHY 1020 Fundamentals of Physics (3) (B1)</p>	
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The KHP Department faculty are constantly looking for ways to improve our undergraduate programs. This is evidenced by the streamlined curriculum revisions for the PETE program (see above) and the general option where new required courses have been added, (e.g., KIN 3600, PSY 3326, MHR 3010, etc.) to better prepare our students for graduate programs the future of work.

Upon a thorough review of other kinesiology degree programs within a 50-mile radius, we believe that the KHP program is unique and offers a competitive degree program to help students reach their career goals. This is particularly notable in the PETE program where students receive multiple opportunities to bridge the gap between theory and practice by engaging in actual teaching opportunities, both among their peers, at the Motor Development Clinic, and through a partnership with IPoly High School located on the CPP campus. Other teacher preparation programs in the area do not offer a comparable number of opportunities for students to develop their teaching skills in front of actual students like they do in the learn by doing approach adopted by KHP. We are incredibly proud of this, and it has resulted in our students going on to successful teaching careers in public schools throughout the state of California.

2.3. Student Retention and Graduation Rates – [Graduation Initiative 2025 \(GI 2025\)](#)

GI 2025 is a California State University systemwide initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. Figure 2 provides graduation data for students entering the Kinesiology major as first-time freshman only. Any on-campus transfers who started in another major as a first-year student are not accounted for in the first-time freshman graduation rates. The figure below shows that 74% of students who started in 2011 graduated in six years or less, 59% of students who started in 2011 graduated in five years or less, and 20% of students who started in 2011 graduated in four years or less.

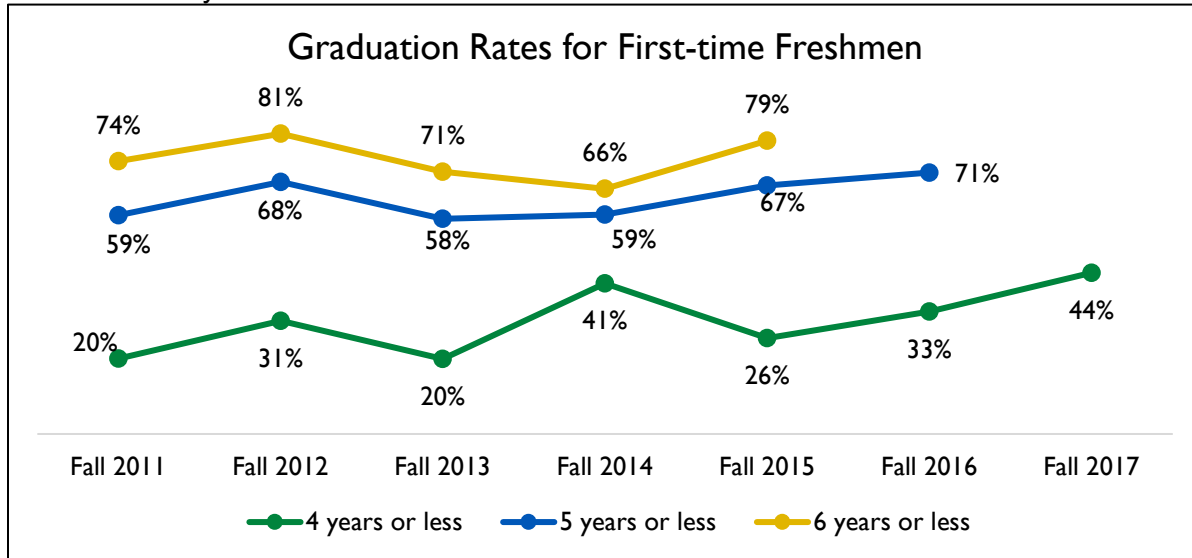


Figure 2 – First-time Freshmen Graduation Rates for Kinesiology⁷

Note: Timeline indicates the entering cohort year

Figure 3 provides graduation data for students entering as a Kinesiology major as off-campus fall term Transfers. Any transfers entering in a term other than fall or are on-campus transfers are not accounted for in the fall entering transfer graduation rates for the Kinesiology program. The figure below shows that 8% of transfer students who started in 2013 graduated in two years or less and 70% of those who started in 2011 graduated in four years or less.

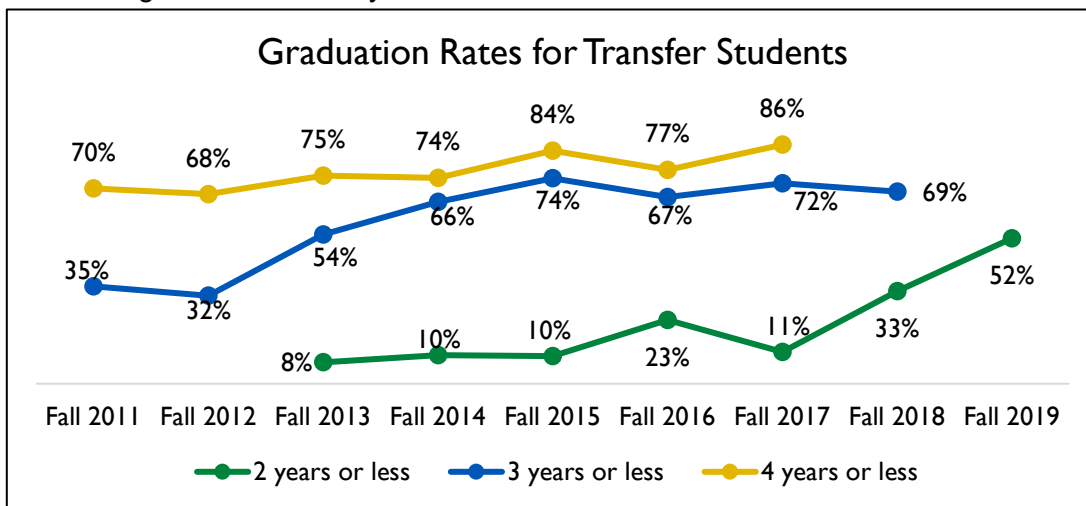


Figure 3 – Transfer Student Graduation Rates for Kinesiology⁸

⁷ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?.iid=2>

⁸ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/GraduationRatesDashboard/FTFGradRates?.iid=2>

The figures below depict six-year graduation rates for underrepresented minorities (URM) and Pell-eligible First-time freshmen majoring in Kinesiology. Figure 4 indicates that 67% of URM students and 67% of non-URM students who started in 2010 graduated in six years or less. Figure 4 below indicates that 85% of students who receive the Pell Grant and started in 2010 graduated in six years or less. Data was unavailable for transfer students.

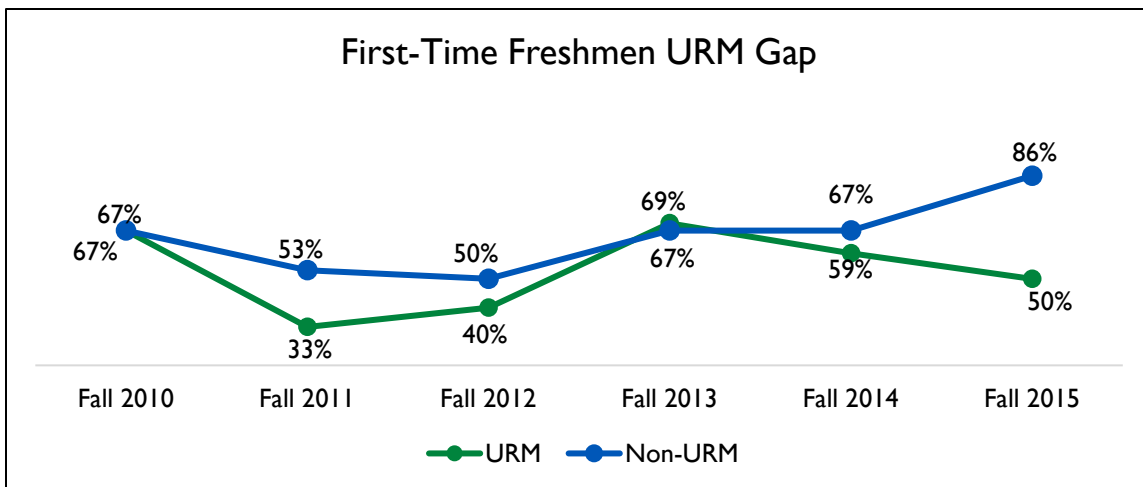


Figure 4 – First-time Freshmen URM Gap for Kinesiology⁹

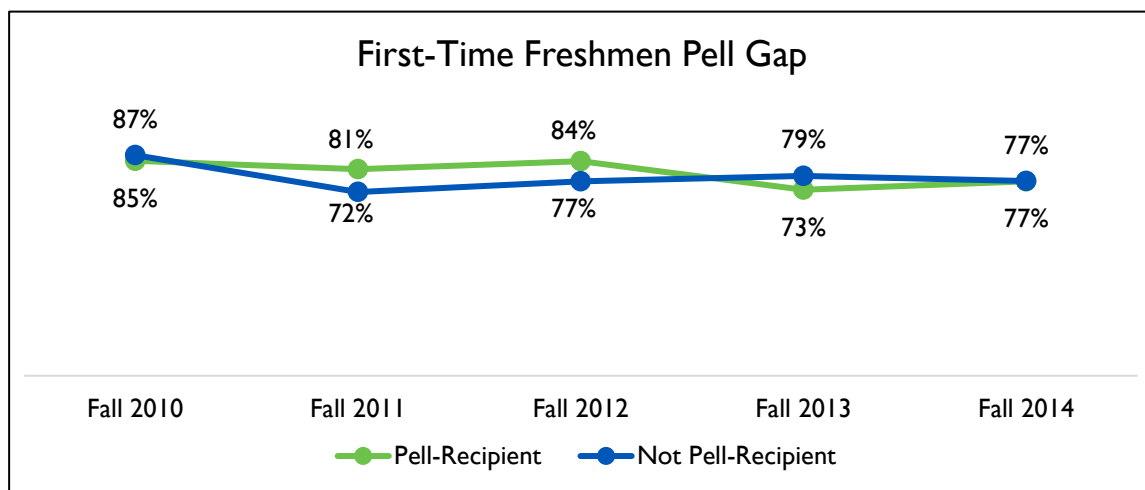


Figure 5 – First-time Freshmen Pell Gap for Kinesiology¹⁰

⁹ Source: Tableau https://analytics.cpp.edu/#/site/production/views/GraduationRates_0/FTFURMGap?.iid=1

¹⁰ Source: Tableau https://analytics.cpp.edu/#/site/production/views/GraduationRates_0/FTFPellGap?.iid=2

Table 10 and Figure 6 provide a snapshot of starting degree vs graduation degree.

Table 10– Snapshot of Starting Degree for Student Population¹¹

Major at Entry	Major at Graduation	# Students
Kinesiology, Physical Education	Kinesiology, Physical Education	64
Exercise Science Option	Kinesiology, Physical Education	58
Undeclared	Kinesiology, Physical Education	11
Mechanical Engineering	Kinesiology, Physical Education	3
Liberal Studies	Kinesiology, Physical Education	3
Architecture	Kinesiology, Physical Education	2
Biochemistry	Kinesiology, Physical Education	2
Biology	Kinesiology, Physical Education	2
Psychology	Kinesiology, Physical Education	2
Electronic Systems Engineering Technology	Kinesiology, Physical Education	2
Chemistry	Kinesiology, Physical Education	1
Public Relations Option	Kinesiology, Physical Education	1
Accountancy	Kinesiology, Physical Education	1
Journalism Option	Kinesiology, Physical Education	1
Engineering Technology	Kinesiology, Physical Education	1
Dietetics and Food Administration, Nutritional Sc	Kinesiology, Physical Education	1
Social Work Option	Kinesiology, Physical Education	1
Pre-Veterinary Science	Kinesiology, Physical Education	1
Anthropology	Kinesiology, Physical Education	1
Finance	Kinesiology, Physical Education	1
English	Kinesiology, Physical Education	1
Electrical Engineering	Kinesiology, Physical Education	1
Apparel Merchandising and Management	Kinesiology, Physical Education	1
Gender, Ethnic, Women's Studies	Kinesiology, Physical Education	1
English Lit and Language Option	Kinesiology, Physical Education	1

*The information above is for first-time full-time freshmen who graduated in 2019, 2020, or 2021

¹¹ CSU Dashboard “What Paths Do They Follow” Report <https://csusuccess.dashboards.calstate.edu/public/db-what-paths-do-they-follow>

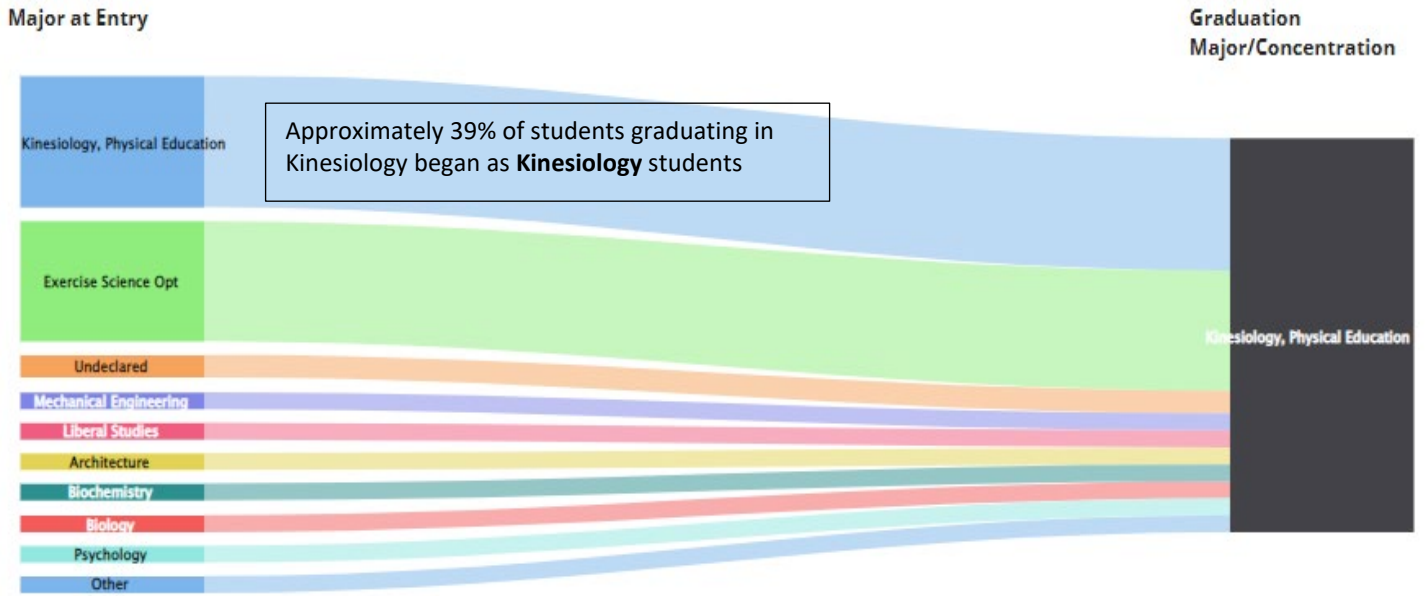


Figure 6 – CSU Major Migration for all First-Time Freshmen Who Graduated in 2019, 2020, 2021¹²

¹² CSU Dashboard “What Paths Do They Follow” Report <https://csusuccess.dashboards.calstate.edu/public/db-what-paths-do-they-follow>

One other critical piece of information is our DFW (D, F or withdrawal grades) in our KHP courses. The courses below had the highest DFW rates within the department.

Table 11 and Table 12 provide data associated with high non-passing rates and equity gaps.

Table 11 – High – DFW's by Non-Pass Rate¹³

Non-Passing					
Year Term	Course Code	Course Title	Enrollment	Non-passing Rate	Impact
All Academic Years - Quarter	KIN120A	Beginning Aikido	25	16%	4
All Academic Years - Quarter	KIN262	Teaching Racquet Activities	93	13%	12
All Academic Years - Quarter	KIN114A	Aerobic Exercise	30	13%	4
All Academic Years - Quarter	KIN401AS	Mot Asst Ind Dis Act Srvc Lrng	16	13%	2
All Academic Years - Quarter	KIN210	History of Phys Ed and Sport	152	12%	18
All Academic Years - Quarter	KIN401S	Motr Asst Indiv Disa Srvc Lrng	18	11%	2
All Academic Years - Quarter	KIN449	Play, Games,and Sport In Culture	21	10%	2
All Academic Years - Quarter	KIN201	Profess. In Kin. and Health Pr	842	8%	69
All Academic Years - Quarter	KIN303	Physiology of Exercise	819	8%	64
All Academic Years - Quarter	KIN312	Life Span Motor Development	650	8%	54
All Academic Years - Quarter	KIN206AS	Intro Adapted Phys Ed Act Srv	221	8%	17
All Academic Years - Semester	KIN1510A	Circuit Training Activity	19	16%	3
All Academic Years - Semester	KIN4450	Soc Hist Perspctvs Kinesiology	169	15%	25
All Academic Years - Semester	KIN4400	School Health Education	33	15%	5
All Academic Years - Semester	KIN2700	Stress Mgmt for Healthy Living*	277	14%	40
All Academic Years - Semester	KIN4080	Drugs and Society	294	12%	35
All Academic Years - Semester	KIN2050	Applied Health and Well-Being	887	11%	99
All Academic Years - Semester	KIN3500	Phil and Ethical Issues In Pe	90	11%	10
All Academic Years - Semester	KIN2070	Health and Well-Being*	53	11%	6
All Academic Years - Semester	KIN1520A	Jogging	19	11%	2
All Academic Years - Semester	KIN1565A	Weight Training	51	10%	5
All Academic Years - Semester	KIN3030	Physiology of Exercise	456	9%	39
All Academic Years - Semester	KIN1100A	Basketball	23	9%	2
All Academic Years - Semester	KIN2020	Intro To Kin and Health Pro	678	8%	56
All Academic Years - Semester	KIN4440	Sport and Film*	189	8%	16
All Academic Years - Semester	KIN3230	Teaching Rhythms and Dance	76	8%	6
All Academic Years - Semester	KIN3230A	Teaching Rhythms and Dance Act	76	8%	6

*GE Courses

¹³ CSU Dashboard "In Which Courses Do They Struggle" Report
<https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/where-do-they-struggle>

Table 12 provides equity gaps for the courses listed above (Table 11) as having high non-pass rates. The data includes 2018 to 2021. Some of the courses may not have equity gap data.

Table 12 - High – DFW's by Equity Gap¹⁴

Equity Gaps												
Course	Non-URM		URM		% DFW		Not Pell Recipient		Pell Recipient		% DFW	
	Pass	DFW	Pass	DFW	Non-URM	URM	Pass	DFW	Pass	DFW	Not Pell	Pell
KIN1100A	201	13	197	17	6.1%	7.9%	178	12	220	18	6.3%	7.6%
KIN1510A	198	27	301	41	12.0%	12.0%	205	19	294	49	8.5%	14.3%
KIN1520A	169	15	225	46	8.2%	17.0%	143	18	251	43	11.2%	14.6%
KIN1530A	115	32	186	29	21.8%	13.5%	134	25	167	36	15.7%	17.7%
KIN1565A	520	43	688	83	7.6%	10.8%	466	47	742	79	9.2%	9.6%
KIN2020	357	36	451	57	9.2%	11.2%	443	52	365	41	10.5%	10.1%
KIN2050	398	41	548	99	9.3%	15.3%	505	61	441	79	10.8%	15.2%
KIN2070*	466	49	563	94	9.5%	14.3%	484	54	545	89	10.0%	14.0%
KIN2700*	1,406	185	1,671	388	11.6%	18.8%	1,498	255	1,57	318	14.5%	16.8%
KIN3030	257	24	278	40	8.5%	12.6%	284	36	251	28	11.3%	10.0%
KIN3230	28	4	42	3	12.5%	6.7%	29	3	41	4	9.4%	8.9%
KIN3230A	28	4	42	3	12.5%	6.7%	29	3	41	4	9.4%	8.9%
KIN3500	26	3	53	11	10.3%	17.2%	35	7	44	7	16.7%	13.7%
KIN4080	262	27	326	84	9.3%	20.5%	293	38	295	73	11.5%	19.8%
KIN4400	43	8	79	9	15.7%	10.2%	51	8	71	9	13.6%	11.3%
KIN4440*	161	13	188	33	7.5%	14.9%	192	22	157	24	10.3%	13.3%

*GE Courses

The KHP department has taken several steps to improve student persistence and graduation rates. For example, KHP holds department level advising for both career and academic success. This service to students is an extension of the great work the College of Science Advising Center staff does with our students.

Several KHP faculty members have offered opportunities for students to engage in research opportunities. This includes but is not limited to Dr. Eddie Jo's work with students in the KHP Human Performance Lab, Dr. Mai Jara's work with students in the MDC, and Dr. Lara Killick and Dr. Koyya Lewis-Trammell's OYO Fitness project.

To further assist in mitigating equity gaps for both under-represented minorities (URM) and Pell-eligible students, KHP has done the following:

KHP collaborated with [K2OH Solutions](#) to develop a data-informed strategic plan. An outcome of this guidance is the creation of the Diversity and Equity Committee. This is a committee comprising students, staff, and faculty. The purpose of this club is to hear directly from students, without bias or interference, to understand how faculty and staff can better identify student needs and be more inclusive to all KHP students.

¹⁴ Source: Tableau: <https://analytics.cpp.edu/#/site/production/views/CourseEquityGaps/OutcomeTable?.iid=2>

In fall 2022, Dr. Gyasmine George-Williams joined KHP. Dr. George-Williams was hired as one of 10 new faculty members across CPP as part of the Ethnic Studies Affinity Faculty Cluster. Dr. George-Williams, and the resources CPP has provided to support her, are a key element of KHP's ongoing efforts to ensure the flourishing of our diverse students and faculty and be the leading inclusive polytechnic university in the nation. Dr. George-Williams will be an integral part of the launch of the newly created sport and social justice emphasis in the general option.

KHP faculty have also participated in CPP's Career Success Ally Program. The Career Success Ally Program is a network of Cal Poly Pomona students, faculty, staff, and campus partners who are visibly supportive of student's career aspirations and who have attended the training workshop.

Dr. Killick served as the PI for a SPICE grant that was funded in the amount of approximately \$12,025 to help develop the Vocab Lab. The Vocab Lab is designed to assist KHP students who are struggling in vocabulary dense undergraduate courses, such as BIO 2350/L, KIN 3620/A KIN 4120. It also serves two graduate level courses, KIN 5900, and KIN 5910. The lab is due to launch in Spring 2023.

2.4 Assessment of Student Learning

The program curriculum matrix and results of assessment activities over the last 5 years identified several areas in which our undergraduate program could be modified to better meet the needs of our students, align with faculty interests and fulfil industry needs. Notably, the data highlighted the need for more intentional embedding of diversity, equity, and inclusion content across our core curriculum, increased avenues for students to engage in experiential learning opportunities, streamlining of PETE courses to reduce repetition and redundancy and, the introduction of new content to address student knowledge gaps (e.g., PETE standards).

As indicated in section 2.2, the department undertook two major curriculum revisions during this review period in direct response to the trends highlighted in our assessment activities. These are discussed in detail in Section 2.2.

Table 14 – Alignment Matrix

Program Learning Outcome	PLO/SLO Alignment	Student Learning Outcome	Core Competencies					Strategic Vision		
			Critical Thinking	Information Literacy	Oral Communication	Written Communication	Quantitative Reasoning	Innovation and Creativity	Civic Engagement	Problem Solving
PLO 1. Graduates will apply their sub-disciplinary kinesiology knowledge to their future career.	PLO 1	SLO 1: Students will apply fundamental information, concepts, theories and methods within the field of kinesiology.	X					X		
PLO 2. Graduates will demonstrate strong communication skills which lead to successful careers or further education in kinesiology.	PLO 2	SLO 2a: Students will use oral skills to communicate persuasively and coherently.			X					
	PLO 2	SLO 2b: Students will use written skills to communicate persuasively and coherently.				X				
PLO 3. Graduates will apply ethical considerations in the subdisciplines of kinesiology.	PLO 3	SLO 3: Students will explain ethical considerations within the field of kinesiology.							X	X
PLO 4. Graduates with clearly and logically problem solve then reflect based on human experiences.	PLO 4	SLO 4: Students will plan, assess, measure, and evaluate program effectiveness.					X			X
PLO 5. Graduates will demonstrate information literacy specific to the field of kinesiology.	PLO 5	SLO 5: Students will assess and apply qualitative and quantitative information within the field of kinesiology.		X						
PLO 6. Through experiential learning experiences, graduates will take an active role in addressing challenges facing the public within the context of kinesiology.	PLO 6	SLO 6: Students will be model leaders within the field of kinesiology.							X	

Table 15– Overall assessment plan

PLO/SLO Alignment	SLOs	Courses where each SLO is assessed	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
PLO 1	SLO 1: Students will apply fundamental information, concepts, theories and methods within the field of kinesiology.	KIN 4610/4620/4650	Course embedded assignment	Rubric	The average percentage score of each performance indicator is compared with baseline data. Scores will also be compared to previous semesters to see if any course content adjustments are needed	Course Instructor, Assessment committee chair and/or co-chair	At the end of each spring term, assessment committee submits an annual assessment report to Department Chair, which includes the direct assessment data all SLOs from Fall and Spring Semesters, and indirect assessment (surveys) data collected during the academic year.	During Fall Conference the results of the annual assessment report will be presented in a department meeting. An improvement plan will be discussed and approved by the department. Starting spring term, the improvement plan will be implemented. Assessment data and information will be stored on a blackboard site for all faculty to be able to access.
PLO 2	SLO 2a: Students will use oral skills to communicate persuasively and coherently.	KIN 2020/KIN 2050	Oral presentation					
	SLO 2b: Students will use written skills to communicate persuasively and coherently.	KIN 2290	Written assignment					
PLO 3	SLO 3: Students will explain ethical considerations within the field of kinesiology.	KIN 3500 or KIN 3510	Course embedded assignment					
PLO 4	SLO 4: Students will plan, assess, measure, and evaluate program effectiveness.	KIN 3030	Course embedded assignment					
PLO 5	SLO 5: Students will assess and apply qualitative and quantitative information within the field of kinesiology.	KIN 3620	Written assignment					
PLO 6	SLO 6: Students will be model leaders within the field of kinesiology.	Graduation	Exit Survey	Exit Survey				

Table 16 – Assessment Data Collection Timeline

Student Learning Outcome	Academic Year					
	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
SLO 1: Students will apply fundamental information, concepts, theories and methods within the field of kinesiology.	X		X		X	
SLO 2a: Students will use oral skills to communicate persuasively and coherently.	X		X		X	
SLO 2b: Students will use written skills to communicate persuasively and coherently.	X		X		X	
SLO 3: Students will explain ethical considerations within the field of kinesiology.		X		X		X
SLO 4: Students will plan, assess, measure, and evaluate program effectiveness.		X		X		X
SLO 5: Students will assess and apply qualitative and quantitative information within the field of kinesiology.	X		X		X	
SLO 6: Students will be model leaders within the field of kinesiology. (Exit survey to graduates-every year)	X	X	X	X	X	X

At the time of writing this self-assessment, we are turning our attention to the creation of a robust assessment plan to support and evaluate our new curriculum. Since the first cohort of the new undergraduate curriculum entered in Fall 2022, it will be at least 2 years until the first graduates (transfer students) exit the program. Consequently, our assessment focus over the next two years will be directed towards the evaluation of the new courses at a student learning outcome level. This will provide an insight into whether the updated content is effective at a course level. We will move to program level assessments to align with the graduation of our first cohort of students from the new curriculum.

Very little assessment work was done in the last two years due to COVID-19. Currently, KHP is in the process of overhauling the program-level assessment plan, and using the findings of the program review process to inform the development of new SLOs, timeline, assessments, etc. We will be working closely with the Office of Assessment and Program when we reach that stage in the process.

2.2.1 Co-Curricular

KHP houses two student clubs (Pre PT and OT Club and the KHP Club), both approved by the University. In both clubs, students host guest speakers in various professional fields related to kinesiology and health promotion. The students also begin to develop networking and leadership skills. Each of these club have student leaders from treasurer to club president. Both clubs are supported by KHP, and a faculty member serves as a mentor.

KHP faculty have been very open to engaging students in research opportunities. Students have participated in research in the [Exercise Science Laboratory](#), the [Molecular Exercise Physiology Laboratory](#), the [Motor Development Clinic](#), and the [Mind and Heart Lab](#). Generally, students participating in faculty research are enrolled in a section of KIN 4000 Special Topics for Upper Division Students. Others are often enrolled in KIN 4610 Senior Project. Within these, students are afforded the opportunity to participate directly in the research process, which does include data collection when appropriate. In several cases, undergraduate and graduate students from KHP who have participated in faculty research have been included in peer reviewed publications as contributing authors. This has proven to be a positive experience for the students' development as researchers but also in terms of helping them stand out in an increasingly competitive field of graduate school applicants.

2.2.2 Academic Advising

The primary advising role for KHP is to assist students who have specific advising needs that the [College of Science \(CoS\) Advising Center](#) and the [Bronco Advising Center \(BAC\)](#) are not equipped to address. While the BAC is an available resource for KHP students and KHP faculty advisors, KHP works primarily with the CoS Advising Center regarding student advising. Typically, the CoS Advising Center is the first stop for students who need general academic advising, including academic planning and academic petitions, etc. KHP advising is more specific in terms of academic and career advising. This specificity includes the identification of undergraduate prerequisite courses that are required for graduate programs in physical therapy, occupational therapy, physician assistants, chiropractic, etc.

The KHP Department faculty also provide career advice. Many students enter KHP without a developed understanding about what a degree in kinesiology can do for them. This is when all KHP faculty assist in helping students identify a career path and the courses required to help them get there.

Dr. Chase and Dr. Hansen participate regularly in CPP advising workshops. These workshops are designed to give advisors information about current and changing policies and best practices to meet our students' needs. During the 2021-2022 academic year, Dr. Chase and Dr. Hansen both completed a series of training workshops and are now certified academic advisors.

The primary resources we need to maintain our ability to provide quality advising for our students is for the university to continue offering workshops that detail any changing policies and updated best practices.

2.2.3 Student Satisfaction

Near the end of the 2021-2022 academic year, a Qualtrics survey was sent out to all KHP graduating seniors and all KHP students who graduated during the pandemic. The results indicate that students are satisfied with the overall design of the curriculum, but do suggest that in many cases, particularly in PETE, there was too much overlap of content in courses.

Students also reported that they were generally satisfied with all facets of advising but there are occurrences when they believed it took too long to get an appointment, they are happy with the faculty and the availability of the faculty, and they were satisfied with the faculty's expertise. In terms of career preparation, the results from the survey suggest that the COS advisors and KHP advisors need to be a bit more diligent in terms of helping students, particularly in the general option, identify courses that are required as prerequisites for graduate programs. This can be difficult as the requirements vary across graduate programs, however meeting with students early and often during their academic program will help to mitigate these situations.

The KHP faculty and staff are working hard to increase an overall commitment to meeting students' needs. This is evidenced by our participation in strategic planning/doing, professional development workshops, ally training, and Diversity and Equity Committee. KHP has committed to the process of continually working to be the best we can be for our students and will continue to do so.

The next section delineates additional steps KHP has taken to support students enrolled in the BS program. For undergraduate students, the KHP Department has taken several steps since the last program review to support students.

Advising

The College of Science and KHP have a great collaborative relationship to assist students with their advising needs. Each student is assigned a college advisor. The assigned advisor is the initial contact for student advising needs. This primarily includes helping outline academic planners, course selections by semester, prerequisites, academic petitions, etc. Students can also set up meetings with department advisors. KHP has two department advisors, Dr. Ken Hansen, and Dr. Laura Chase. While department advisors perform many of the same advising related tasks as the college advisors, they also perform discipline specific related tasks. This includes graduate school planning and career planning.

KHP Clubs

KHP houses two student clubs, which have a faculty advisor for each. The first is the KHP Club. This club meets biweekly to discuss graduate school requirements, career opportunities, networking opportunities, etc. They also host guest speakers, including KHP faculty and professionals from within the field. The second club is the KHP pre-PT and OT Club. This club is designed for KHP students interested in a career in physical therapy or occupational therapy. This club meets biweekly and often hosts guest speakers who are professionals from within the field. This is designed to help students understand graduate school requirements, career opportunities, and gain support from faculty and peers.

New Faculty Hires

In 2019, KHP hired 4 new tenure-track faculty members to support the work of the department. These 4 positions (exercise science, biomechanics, 2 x sociocultural) facilitated capacity growth within the BS program. In 2020, KHP hired one adapted physical activity (APA) faculty member to build capacity and connections within the department between our adapted physical education program and our exercise science faculty. In 2022, KHP hired an adapted physical education (APE) faculty member to replace the APE faculty member who left in 2020. KHP also hired a faculty member with expertise in race and social

justice as part of the campus wide ethnic studies cluster hire. Collectively, KHP has hired seven new faculty from 2019-2022.

2.3 Stakeholders

KHP has not collected any specific data that could tell us if our program has prepared graduates for meaningful lives. This type of data would be very subjective; however, we could attempt to determine this in the future. By the very nature of the program itself, students are being prepared for education beyond KHP. The PETE program is a CCTC (California Commission on Teacher Credentialing) certified program that prepares students for entry into a California state certified teacher credential program.

The General Option and the three corresponding emphases (exercise science, public health, sport and social justice) associated with this option prepares students for careers in health-related fields. These include physical therapy, occupational therapy, and physician assistant. Each of these health-related occupations and many others require degrees beyond a bachelor's degree. KHP prepares students for entry into these programs.

We will continue to evaluate our program for improvements and maintain a commitment to understanding graduate program requirements and how the degree in kinesiology prepares students for entry into such programs.

3 MS KINESIOLOGY PROGRAM QUALITY

As noted in section 1, two major curriculum revisions were made to the graduate program in the KHP Department during this review period. The first major revision occurred during the quarter-to-semester conversion process. The second major revision occurred during the 2020-2021 academic year and resulted in a complete restructuring of the core of the graduate program. The faculty are currently working on revisions to the graduate emphasis areas.

3.1 Student Profile at Admission and Enrollment

The following data in Table 17 provides admission trends and were compiled using data requested from the Office of Academic Resources. Some of the data may be missing due to students not reporting information or because we were not able to locate it.

Table 17– Admission trends¹⁵

	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Applied	30	11	9	21	20
Gender					
Male	11			8	10
Female	19			13	10
Not Reported	0			0	0
URM Status					
URM	7			2	1
Non-URM	7			5	6
Not Reported	16			14	13
1 st Generation Status					
1 st Generation	9			4	3
Not 1 st Generation	2			3	3
Not Reported	19			14	14
Admitted	24	7	5	9	12
Gender					
Male	9				
Female	15				
Not Reported	0				
URM Status					
URM	7				
Non-URM	7				
Not Reported	10				
1 st Generation Status					
1 st Generation	9				
Not 1 st Generation	2				
Not Reported	13				
Enrolled	13	4	4	6	7

*Note: Students who did not report their demographics are counted as “Not Reported”. If a cohort has less than 15 students a breakdown was not provided.

Table 18 and Figure 7 provide enrollment trends for the graduate program.

Table 18– Enrollment Data by Major¹⁶

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Kinesiology	17	13	12	11	11	32

¹⁵ Academic Resources Office data request

¹⁶ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/EnrollmentTrend/EnrollmentTrend?;iid=1>

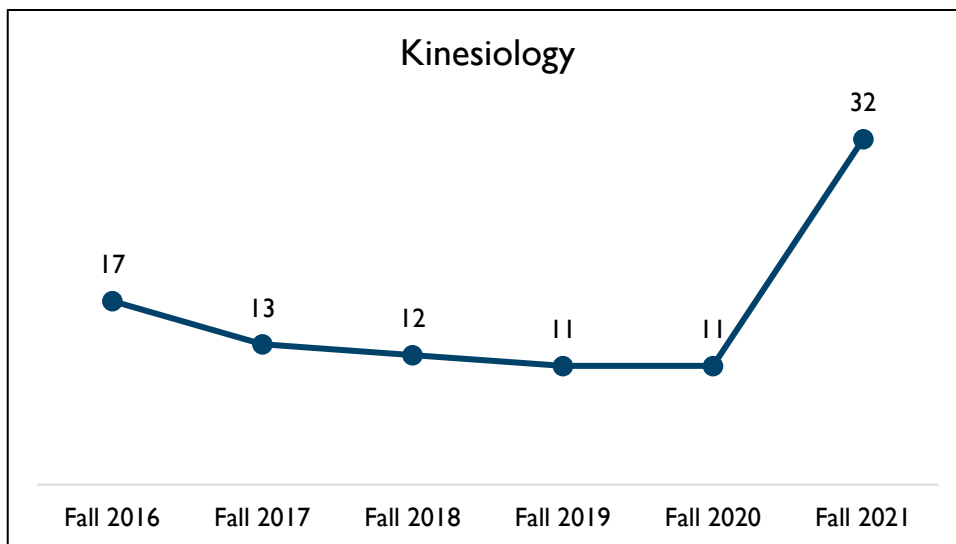


Figure 7 – Student Enrollment¹⁷

As shown in Table 18, the Graduate program acceptance rate has increased over the review period. In 2017, we accepted 60% of applicants (12/20) compared to 80% in 2021 (24/30). This increase can be attributed to faculty hires across this period and the consequent increase in our capacity to supervise graduate students in the culminating experiences. However, our yield rate has experienced a slight decrease during the same period. In 2017, we yielded 60% of our admitted students (7/12) compared to 54% (13/24) in 2021. Our graduate students are a diverse group. Within the cohort admitted in 2021 (n=24), 63% were female, 50% of those who reported their racial identity were from marginalized groups and 82% who reported their generational status were 1st generation college students. We are incredibly proud of the diversity of our students and consider it a strength of our program. The range of identities, experiences and backgrounds represented in our graduate cohorts create vibrant classrooms where students are able to hear a range of perspectives and lived experiences from their fellow students. In addition, the strong representation from women, marginalized racial groups and 1st generation students within our cohort is contributing towards redressing the systemic underrepresentation of these groups in STEM subjects.

Graduate students are currently attracted to Cal Poly, Pomona by the ‘learn by doing’ approach championed by the department, the opportunity to work more closely with specific faculty and the track record of the graduate program in preparing students for PhD programs in their chosen fields. In addition, Curriculum & Instruction and APE students are attracted by the opportunity to simultaneously earn their MS and Teacher Credentials (Single Subject PE and APE Added Authorization).

Our graduate students demonstrate a strong desire to ‘do the work’ and a commitment to personal growth and development. Over the past year, our primary focus as a department has been on developing the quality of our graduate program. The core curriculum changes, and the ongoing revision of the MS emphasis are creating a more distinct ‘brand’ for the graduate program. This has enhanced recruitment efforts and allowed us to articulate the advantages of earning your MS through the KHP department. During the review period, enrollment in the APE Master's program was also supported by a \$1.1 million Special Educators of Excellence in Diverse Settings (SEEDS) Grant. This federally funded scholarship supported approximately 10 students in their pursuit of the APE Added Authorization and MS degree.

Until Fall 2021, enrollment in the Graduate program was constrained by two structural factors i) the thesis/project requirement and limited faculty capacity to supervise these units and ii) limited faculty capacity to offer required courses. Consequently, recruitment efforts were curtailed as the program could not support a larger cohort. The hiring of 4 new faculty in Fall 2019 and 1 new faculty in Fall 2020

¹⁷ Source: Tableau <https://analytics.cpp.edu/#/site/production/views/EnrollmentTrend/EnrollmentTrend?.iid=1>

combined with the election of a new Graduate Coordinator and the core curriculum changes resulted in the enrollment increase seen in Fall 2021.

Moving forward, the Department plans to support enrollment in the following ways:

- We recognize that our current graduate program website needs to be improved. The information provided on the website is limited and outdated. We are working to improve the online presence of the graduate program. This work should be completed by May 2023.
- In Spring 2022, the Graduate Coordinator hosted specific recruitment meetings targeting our Curriculum & Instruction and APE emphasis. Starting in Fall 2022, she is extending these meetings to all three emphasis areas and offering them in both the Fall and Spring semesters to raise awareness of our program within our feeder constituents, CPP KHP undergraduates.
- The Graduate Coordinator will reach out to our local feeder schools (e.g., CSU Fullerton, CSU San Bernardino, Azusa Pacific, University of La Verne) to advertise our recruitment meetings and to explore opportunities to host recruitment meetings on their campuses.

3.2 Curriculum and Pedagogy

Over the review period the following changes occurred in relation to the Graduate program (presented in chronological order):

AY 2017/18

- The election of a new Department Chair (Dr. Laura Chase) in 2016 facilitated the creation of the KHP Graduate Teaching Associate (GTA) program. One of Dr. Chase's first actions as Chair was to create the GTA program. The GTA program provides opportunities for graduate students to gain university level teaching experience, develop their professional pedagogical skills and enhance their resume. GTAs are hired on a semester-by-semester basis and teach a variety of activity classes and lab classes for the department. The GTA program is open to all graduate students who meet the requirements (completed at least one semester of their graduate program, GPA of 3.5 or above, have full-time graduate student status, and are eligible to work in the US). Potential GTA's complete a short interview process before commencing the formal hiring process for the department. Successful applicants are assigned 1-2 activity classes based on their expertise, experience and availability. If appropriate, they may be assigned 1-2 lab classes in later semesters. GTA's are remunerated in accordance with the KHP salary structure.

AY 2018/19

- As part of the move from Quarter to Semesters, the graduate program curriculum was revised (see Table 19). Three changes to the Core curriculum were made.
 - The comprehensive exams were removed from the culminating experience options for Graduate students. KHP faculty determined that the comprehensive exam did not contain the rigor necessary for earning a master's degree.
 - The research class requirements were standardized for all students.
 - A new core course was added (KIN 5520: Sociocultural perspectives of Kinesiology). KHP faculty agreed that a well-rounded master's degree in kinesiology should include a socio-cultural component. This resulted in the development of KIN 5520.

Table 19: Summary of Graduate Core changes (AY 2018/19)

Quarter Core Requirements	Semester Core Requirements
KIN 590: Research Methods (3)	KIN 5520: Sociocultural perspectives of Kinesiology (3) KIN 5900: Research Methods (3) KIN 5910: Research Design (3)
Option 1: KIN 591: Study Design (3) Culminating Experience: Select one: KIN 695: Master's Project (3+3+3) or KIN 696: Master's Thesis (3+3+3)	Culminating Experience: Select one: KIN 6950: Master's Project (3+3) or KIN 6960: Master's Thesis (3+3)
Option 2: Culminating Experience KIN 697: Comprehensive Exams (1)	
Total units: Option 1 = 15 Option 2 = 4	Total units = 15

AY 2019/2020

- We hired 4 new tenure-track faculty members to support the work of the department. These 4 positions facilitated capacity growth within the graduate program as each faculty member had potential capacity to deliver graduate courses and master's thesis/project supervision.
- The KHP department underwent a substantial strategic planning process in AY 2019/20. Guided by [K2OH Solutions](#), we developed a unifying strategic objective, identified our core values, and established 5 strategic goals. The new strategic plan has guided subsequent changes to the Graduate program.

AY 2020/2021

- We elected a new Graduate Coordinator (Dr. Lara Killick) in Fall 2020. Dr. Killick, a new hire in 2019 had previously served as Graduate Coordinator at the University of the Pacific, CA. Informed by the new strategic plan, several distinct areas of need were identified:
 - Core curriculum changes were needed to ensure compliance with EO 1071
 - Improved research training prior to undertaking a thesis/project
 - More experiential learning opportunities embedded in the curriculum
 - Career preparedness
 - A cohort experience to facilitate a supportive environment for students
 - Low enrollment (across the program and in specific emphases)
 - Capacity limits created by thesis/project requirement
- The revision of the Graduate Core was prioritized in Year 1 of Dr. Killick's term. In Fall 2020, the Graduate faculty collaborated to develop a more comprehensive core curriculum for KHP graduate students. The changes are summarized in Table 20. These courses were approved in Spring 2021 and went into effect Fall 2022. This action addressed several of the areas of need identified above (ensured compliance with EO 1071, helped to build a cohort experience, provided career planning/preparedness content, embedded experiential learning opportunities in the core and reinstated the comprehensive exams as an option for the culminating experience).

Table 20: Summary of Graduate Core changes (AY 2020/21)

Old Core Requirements	New Core Requirements
KIN 5520: Sociocultural perspectives of Kinesiology (3) KIN 5900: Research Methods (3) KIN 5910: Research Design (3)	KIN 5900: Applied Inquiry & Research Design (3) KIN 5910: Data Analysis, Synthesis & Interpretation (3) KIN 5920: Critical Analysis of Research (1+1) KIN 5930: Research Colloquium (1+1) KIN 5940: Practicing Professional Competencies (2)
Culminating Experience: Select one: KIN 6950: Master's Project (3+3) or KIN 6960: Master's Thesis (3+3)	IGNITE: 2 units total. Select from: KIN 4410: Internship KIN 5000: Special study KIN 5990/A/L: Special topics KIN 6910: Directed research KIN 6920: Independent research Study Abroad
	Culminating Experience: Select one: KIN 6950: Master's Project (1+1) or KIN 6960: Master's Thesis (1+1) or KIN 6970: Comprehensive Exams (1+1)
Total units: 15	Total units: 16

- We hired another new faculty member (Movement Disability). This position facilitated additional capacity growth within the graduate program as this faculty member will have the capacity to deliver graduate courses and supervise master's thesis projects.
- To augment the existing GTA program, the GTA mentorship initiative was launched. Through this voluntary initiative, GTA's are provided direct support in their early teaching career. Under the mentorship of the graduate coordinator, the GTAs receive training in the development of inclusive syllabi, the construction of meaningful assessments and interactive course materials. Throughout the semester, the GTA team and Dr. Killick meet weekly as a collaborative learning community to discuss effective pedagogical practice, debrief their teaching experiences and engage in reflexive practice. The GTA's enrolled in the mentorship class receive course credit which can be applied towards their IGNITE units.
- An online synchronous KHP Graduate Orientation for all incoming graduate students was launched for the Fall 2020 cohort. Delivered by the department chair and graduate coordinator, the orientation provided a space for the incoming cohort to meet, be introduced to the structure and requirements of the program and review the academic regulations governing the program. All incoming students were required to attend the event. The KHP graduate orientation is now offered twice a year in line with our Spring/Fall admit cycles.
- The Graduate program was offered fully online in AY 2020/21 due to the COVID pandemic. All graduate faculty converted their highly interactive, student-centered in-person courses into online synchronous and asynchronous formats.

AY 2021/22

- Notable enrollment growth occurred in AY 2020/21. The cohort consisted of 21 students across 3 emphasis areas (6 = APE; 4 = C&I; 11= Ex. Sci).
- We developed formal process documents for the three culminating experiences (thesis, project &

comprehensive exams). These documents provide clarity for the students and supervisory faculty, establish expectations for rigor, and lay out the timelines for each process.

- We initiated the hiring process for one new faculty member (Sport, Race & Social Justice) and one replacement faculty member (Adapted PE). These positions will facilitate additional capacity growth within the graduate program as both will have capacity to deliver graduate courses and supervise master's theses/projects. Both searches were successful, and our two faculty members joined us in AY 2022/23.
- The Graduate program was offered in a hybrid format in AY 2020/21 due to the COVID pandemic. Graduate faculty were given the option to teach in-person or online.

AY 2022/23

- At the time of writing this report, we are in the process of re-coding the three-graduate emphasis to 'options', which will require students to complete designated courses and will appear on their degree transcript and certificate. The small adjustment will streamline the management of the program and provide a more student-centered experience. We are also revising the focus and curriculum of the 3 options to better align with faculty strengths, industry needs and student demands. Currently, students complete a combination of emphasis and elective courses (see Table 21). These vary across the three emphases.

Table 21: Summary of current graduate emphasis

Emphasis	Courses
Adapted PE	KIN 4320S (3): Behavioral Intervention & Support Plans in APE KIN 4330/A (2+1): APE Motor Assessment KIN 5700 (3): Management of APE programs KIN 5750S/AS (1+1): Program Development for Individuals with Disabilities Electives (3)
Curriculum & Instruction	KIN 5530 (3): Curriculum in Physical Education KIN 5550 (3): Analysis of Teaching in Physical Education KIN 5590 (3): Contemporary Physical Education Electives (5)
Exercise Physiology	KIN 5830/L (3+1): Advanced Exercise Physiology KIN 5840 (3): Advanced Concepts in Exercise Testing & Interpretation KIN 5860 (3): Advanced Topics in Sports Medicine & Nutrition KIN 5870 (3): Skeletal Muscle Physiology Electives (1)

Peer/Aspirational Institutions

When comparing our curriculum to peer/aspirational institutions¹⁸, we identify the following strengths in our approach:

- *Small student cohort*: We operate with a small student cohort. This enables our graduate students to develop strong relationships with our faculty. Our faculty get to know each individual member of the graduate cohort, their strengths, areas for growth and career aspirations. With a smaller cohort, we can provide individualized advising and mentorship, working with each student to develop their personal skillset and meet their individualized goals.
- *Flexible program*: Considering the above, the graduate coordinator can work with each individual student to develop a program plan that is flexible to their needs and personal financial/life

¹⁸ The following institutions were identified as peer/aspirational schools, CSU Long Beach, CSU Fullerton, CSU Los Angeles, CSU Chico, CSU Sacramento, CSU East Bay and CSU Monterey Bay. We selected these schools based on their status within the CSU system and their comparable undergraduate and graduate offerings.

situations. Students can adjust their program plans to complete the program within 2-7 years. These adjustments can be made at any point throughout their program

- **Experiential learning:** Through this initiative we require graduate students to complete a minimum of 2 units in designated experiential learning opportunities. This requirement provides our graduate students with the opportunity to apply their graduate knowledge in real-world settings, strengthen their resume/CV and gain valuable experiences aligned with their career aspirations.
- **Research Opportunities:** Our graduate students have access to 4 working research labs on the CPP campus, the Human Performance Lab, the Motor Neuroscience Lab, the Heart & Mind Lab and our Motor Development Clinic. In addition, various faculty members have active research studies involving graduate students in progress. Graduate students have many opportunities to engage in independent and directed research with KHP faculty. The small cohort size facilitates meaningful engagement as faculty can provide significant mentorship in the process. Over the course of the review period, graduate students have produced 11 peer-review publications, 53 regional, national and international presentations and been awarded \$17,025 in grant monies.

When comparing our graduate curriculum to peer/aspirational institutions, we also recognize several areas of improvement:

- **Small student cohort:** This is both an opportunity and a threat to the sustainability of our graduate program. The small cohort presents a challenge in a period of resource scarcity and budgetary concerns. It becomes hard to sustain the use of tenured/tenure-track faculty WTU to teach small-scale graduate classes. The Dean has been very gracious in supporting our efforts to grow the program over the past 3 years. We are confident that the curriculum redesign and more intentional recruitment strategies will increase enrollment to meet our targets and reduce the sustainability concerns.
- **Low enrollment in specific emphasis:** While the fruits of the intentional recruitment strategies and increased faculty capacity have resulted in an almost immediate increase in enrollment in the Exercise Science emphasis, the concurrent impact on our two pedagogy focused emphases (Curriculum & Instruction and Adapted PE) has been slower. We are exploring the logistics of creating a dual teacher credential-MS program (for general PE teachers), revising the curriculum offerings to be more appealing to general PE candidates (focus on leadership/advocacy) and engaging in more targeted recruitment for these emphases.
- **Faculty capacity:** Given the size of our undergraduate program and the demands of our undergraduate curriculum, our faculty's capacity to teach graduate courses as part of their scheduled WTU load is limited. This restricts the scope and breadth of graduate course offerings. In addition, we are restricted to 3 supervisory WTU's per semester which limits our ability to provide directed research/thesis/projects and serve our undergraduate students with their supervisory needs.
- **Limited online course offerings:** The KHP graduate program remains almost exclusively a fully in-person MS program. While a few emphasis courses are offered in a hybrid/online synchronous/asynchronous format, the core courses are all offered in-person only. The graduate courses are offered in the evenings to accommodate traditional working professionals' schedules. However, the lack of online offerings limits our potential student population.

Time to Graduation

On a course/program level, there are very few factors impacting graduate student's time to graduation. Due to the small cohort size, we have no impacted courses and/or courses that students are unable to enroll in due to limited seats. Under our previous core curriculum, the Thesis/Project process did inhibit some students' time to graduation as the demands of the Thesis/Project are difficult to manage alongside a full-time job. In these cases, students were elongating their Thesis/Project timelines beyond the two semesters and enrolling in KIN 6990 until completion. Comprehensive exams were reintroduced in partial response to this trend. The comprehensive exams provide a more structured/guided option to complete the culminating experience requirement and should result in a fixed two-semester route to completion.

We have addressed previous concerns regarding comprehensive exam rigor by a) restructuring the process to add a public presentation to the first semester experience instead of written exams, b) introducing an oral defense to accompany the written exams in semester 2, c) creating a standardized rubric to be used to grade the presentation (semester 1), written exams and oral defense (semester 2), d) maintaining the dual-grader approach and, e) formulating the experience as a course (rather than supervisory units) to provide students with structured guidance through the process from Graduate Coordinator (who is responsible for delivering the course). The first cohort of students eligible to select this culminating experience entered the program in 2022.

3.3 Student Retention and Graduation Rates

Tables 22 and 23 show cumulative continuation and graduation rates and were obtained IRPA.

Table 22 – Cumulative Graduation & Continuation Rates by Headcount¹⁹

Year	Cohort Headcount	Cumulative Graduation & Continuation Rates							
		Within 1 Year		Within 2 Years		Within 3 Years		Within 4 Years	
		Cont.	Graduate	Cont.	Graduate	Cont.	Graduate	Cont.	Graduate
Fall 2005	5	4	0	3	0	1	0	1	0
Fall 2006	1	0	0	0	0	0	0	0	0
Fall 2007	4	3	0	3	0	1	1	0	2
Fall 2008	7	5	1	2	3	1	6	0	7
Fall 2009	9	4	0	2	1	3	1	1	3
Fall 2010	14	12	0	8	1	7	3	2	7
Fall 2011	3	2	0	1	1	0	2	0	2
Fall 2012	5	4	0	2	1	0	3	0	3
Fall 2013	1	1	0	1	0	0	1	0	1
Fall 2014	3	3	0	2	1	0	3	0	3
Fall 2015	10	9	0	1	9	0	10	0	10
Fall 2016	5	5	0	0	5	0	5	0	5
Fall 2017	7	6	1	0	7	0	7	0	7
Fall 2018	6	6	0	1	4	0	6		
Fall 2019	5	5	0	2	3				
Fall 2020	5	4	0						
Fall 2021	14								

¹⁹ Source: IRPA data request for Continuation and Graduation Rates

Table 23 – Cumulative Graduation & Continuation Rates by Percentage²⁰

Year	Cohort Headcount	Cumulative Graduation & Continuation Rates							
		Within 1 Year		Within 2 Years		Within 3 Years		Within 4 Years	
		Cont.	Graduate	Cont.	Graduate	Cont.	Graduate	Cont.	Graduate
Fall 2005	5	80.0%	0.0%	60.0%	0.0%	20.0%	0.0%	20.0%	0.0%
Fall 2006	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fall 2007	4	75.0%	0.0%	75.0%	0.0%	25.0%	25.0%	0.0%	50.0%
Fall 2008	7	71.4%	14.3%	28.6%	42.9%	14.3%	85.7%	0.0%	100.0%
Fall 2009	9	44.4%	0.0%	22.2%	11.1%	33.3%	11.1%	11.1%	33.3%
Fall 2010	14	85.7%	0.0%	57.1%	7.1%	50.0%	21.4%	14.3%	50.0%
Fall 2011	3	66.7%	0.0%	33.3%	33.3%	0.0%	66.7%	0.0%	66.7%
Fall 2012	5	80.0%	0.0%	40.0%	20.0%	0.0%	60.0%	0.0%	60.0%
Fall 2013	1	100.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Fall 2014	3	100.0%	0.0%	66.7%	33.3%	0.0%	100.0%	0.0%	100.0%
Fall 2015	10	90.0%	0.0%	10.0%	90.0%	0.0%	100.0%	0.0%	100.0%
Fall 2016	5	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Fall 2017	7	85.7%	14.3%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Fall 2018	6	100.0%	0.0%	16.7%	66.7%	0.0%	100.0%		
Fall 2019	5	100.0%	0.0%	40.0%	60.0%				
Fall 2020	5	80.0%	0.0%						
Fall 2021	14								

The department employs the following strategies in the graduate program to improve student persistence and graduation rates:

- *Cohort experience*: Starting in Fall 2020, the graduate program moved to a cohort model in the delivery of its courses. Incoming students take the core courses as a cohort which facilitates the building of a strong student community. This approach also enables the scaffolding of their skills/knowledge to reduce the likelihood of student attrition.
- *Individualized, centralized advising*: Starting in Fall 2020, the graduate program moved to a centralized advising model. Students meet with the Graduate Coordinator at least once a semester to review their program progress, engage in career goal setting, plan their upcoming semester and troubleshoot any barriers to success.
- *Career preparedness*: The new core curriculum has an intentional focus on career preparedness with a goal of improving student persistence. The course content of KIN 5940 is designed to help students articulate the value of their MS degree and identify specific opportunities available to them within their curriculum requirements and co-curricular programming.
- *New Faculty hires*: The new faculty hires have broadened the scope of our graduate program and the redesign of our emphasis is driven, in part, by a desire to recruit a more diverse group of graduate students.
- Currently none of these strategies intentionally target under-represented and Pell-eligible students.

Moving forward we would like to implement the following strategies to further improve student retention and graduation rates:

- Highlight the scholarships and funding opportunities available to KHP graduate students on our website and to our students
- Improve our assessment framework to facilitate the design and implementation of data-driven recruitment and retention strategies.

²⁰ Source: IRPA data request for Continuation and Graduation Rates

3.4 Assessment of Student Learning

As part of the strategic planning process, several areas for improvement were identified in relation to the MS program. Three of these were considered high priority and afforded immediate attention in the curriculum redesign process described previously, 1) Core revisions (including reintroduction of comprehensive exams), 2) introduction of mandatory experiential learning opportunities (achieved through the introduction of the IGNITE initiative) and 3) emphasis revisions. These activities have been described in detail in Section 3.2

Due to a confluence of factors (e.g., COVID pandemic, faculty turnover, significant curriculum changes) we have undertaken limited scheduled formal assessment activities in relation to the MS program since the last program review as shown in Table 25 and Table 26. This data deficit represents a recognized weakness in our MS program. The next step in our redesign of the MS program is to create and implement a comprehensive assessment plan. Developing new program learning outcomes (PLOs) and student learning outcomes (SLOs), an associated curriculum matrix and assessment timeline will be a central component of this plan. This next step in the MS redesign is due to begin in AY 2023/24.

Table 24 – Curriculum Matrix

Student Learning Outcome	REQUIRED CORE			Adapted Physical Education Emphasis						Curriculum & Instruction Emphasis			Exercise Physiology Emphasis				Culminating Experience		
	5520	5900	5910	4310AS	4320S	43330S	4340	5750S	5750AS	5530	5550	5590	5830	5830L	5840	5860	5870	6960	6950
SLO 1a: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through written communication.	I	D (A)	D		D	D				D	D	D	D	D	D	D	D	M (A)	M (A)
SLO 1b: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through oral communication.	I (A)	I	D	D	D		M			D	D	D	D	D	D	D	D	M	M
SLO 2: Students will reliable information resources to evaluate the application within the subdisciplines of kinesiology.	D	I	D		D	D	M			D	D (A)	D	D (A)	D	D	D	D	M	M
SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions.		I	D			D												M (A)	M (A)
SLO 3b: Students will interpret data in order to apply results to the subdisciplines of kinesiology.		I	I (A)	D				D	D									M	M
SLO 4: Students will utilize research and original ideas to produce scholarly or creative projects within the subdisciplines of kinesiology.		I	D					D	D									M (A)	M (A)

I = introduced; D = developed and/or practiced; M = demonstrated mastery; A = Assessed

Table 25 – Overall assessment plan

PLO/SLO Alignment	SLOs	Courses where each SLO is addressed.	Assessment activity (signature assignment) used to measure each SLO.	Assessment tool used to measure outcome success	How assessment data will be reported as evidence SLO performance criteria have been met	Designated personnel to collect, analyze, and interpret student learning outcome data for the program	Student learning outcome data dissemination schedule	Closing the loop strategies
PLO 1: Graduates will excel in written and oral communication in kinesiology.	SLO 1: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through written communication. <i>(Written Communication)</i>	KIN 5900 KIN 5910 KIN 6950 KIN 6960	Course embedded assignment. Completed thesis or project proposal / defense	Rubric	Annual report	Dr. Killick (KIN 5900) Dr. Lemez (KIN 5910) KHP Faculty for thesis / project	Fall and Spring	
	SLO 1b: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through oral communication. <i>(Oral Communication)</i>	KIN 5520	N/A	N/A	NA	NA	Course no longer offered.	

PLO 2: Graduates will synthesize the reliability of multiple competing information resources to make informed decisions about kinesiology programming.	SLO 2: Students will utilize information resources to evaluate the application within the subdisciplines of kinesiology. <i>(Information Literacy, Problem Solving)</i>	KIN 5550 KIN 5700 KIN 5830	Course embedded assignment.	Rubric	Annual report	Dr. Metzker: KIN 5550 Prof. Nicole Lombardi: KIN 5700 Dr. Jo: KIN 5830	Fall	
PLO 3: Students will apply advanced mastery of kinesiological theories and research methods to analyze interventions.	SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions. <i>(Evaluation of Theories)</i>	KIN 6950 Master's Degree Project or KIN 6960 Master's Degree Thesis/project	Project / Thesis Chapter 3	Faculty expertise	Annual report	KHP graduate faculty	Fall / Spring	
	SLO 3b: Students will interpret data in order to apply results to the subdisciplines of kinesiology. <i>(Evaluation of Theories)</i>	KIN 5910 Research Design	Embedded course assignment	Rubric	Annual Report	DR. Lemez (KIN 5910)	Fall / Spring	
PLO 4. Graduates will be able to advance the field of kinesiology through the production of original independent research or creative projects.	SLO 4: Students will utilize research and original ideas to produce scholarly or creative projects within the subdisciplines of kinesiology. <i>(Evaluation of Theories, Innovation and Creativity, Problem Solving)</i>	KIN 6950 KIN 6960	Completed Project or Thesis	Faculty expertise	Annual report	KHP graduate faculty	Fall / Spring	

Table 26 – Assessment Data Collection Timeline

Student Learning Outcome	Academic Year					
	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
SLO 1: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through written communication. (<i>Written Communication</i>)	Fall /Spring	Fall /No Data Collected in Spring	No Data Collected	Fall /Spring	Fall /Spring	Fall /Spring
SLO 1b: Students will convey complex physiological, mechanical, socio-cultural, and psychological mechanisms of kinesiology clearly, consistently, and logically through oral communication. (<i>Oral Communication</i>)	Fall /Spring	Fall / No Data Collected in Spring	No Data Collected	Fall /Spring	Fall /Spring	Fall /Spring
SLO 3a: Students will apply appropriate kinesiological theories and research methods to develop and investigate research questions. (<i>Evaluation of Theories</i>)	Fall /Spring	Fall / No Data Collected in Spring	No Data Collected	Fall /Spring	Fall /Spring	Fall /Spring
SLO 3b: Students will interpret data in order to apply results to the subdisciplines of kinesiology. (<i>Evaluation of Theories</i>)	Fall /Spring	Fall / No Data Collected in Spring	No Data Collected	Fall /Spring	Fall /Spring	Fall /Spring
SLO 4: Students will utilize research and original ideas to produce scholarly or creative projects within the subdisciplines of kinesiology. (<i>Evaluation of Theories, Innovation and Creativity, Problem Solving</i>)	Fall /Spring	Fall / No Data Collected in Spring	No Data Collected	Fall /Spring	Fall /Spring	Fall /Spring

3.5 Student Support, Satisfaction and Services

3.5.1 Co-Curricular

KHP houses one dedicated graduate student club (KHPGradConnect) approved by the [University](#). Launched in Fall 2021, the club hosts guest speakers, provides networking events and provides a supportive space for graduate students. The club has student leaders from treasurer to club president and is supported by KHP through two faculty advisors.

Our graduate students have access to 4 working research labs on the CPP campus, the Human Performance Lab, the Motor Neuroscience Lab, the Heart & Mind Lab and our Motor Development Clinic. In addition, various faculty members have active research studies involving graduate students in progress. Graduate students have many opportunities to engage in independent and directed research with KHP faculty. Over the course of the review period graduate students have produced 11 peer-review publications, 53 regional, national and international presentations and been awarded \$17,025 in grant monies.

3.5.2 Academic Advising

Graduate student advising is centralized through the Graduate Coordinator. Graduate students meet with the graduate coordinator at least once a semester for formal advising in which graduate career goals/curriculum roadmaps are established, and progression through the program is evaluated. Where necessary, support is provided by the Bronco Advising Center and Graduate Studies Office. Since her arrival at CPP, Dr. Killick has completed 8 professional development opportunities to inform and enhance her ability to serve KHP graduate students. She completed the CPP Faculty Advisor Certification in 2021/21. This year-long training focused on transformational and culturally sensitive advising practices, understanding CPP policies and technical advising tools. She also completed training in WebAdmit and CPP Connect and 5 Ally training (Safe Zone, Dreamers 1.0, Mental Health, Basic Needs & Career Center Services). Collectively, these trainings have helped further her understanding of the unique needs of our LGBT+, undocumented and underserved students. She can better locate and direct students towards the vast range of services designed to support their needs.

3.5.3 Student Satisfaction

We have very limited data to share on graduate student satisfaction with the program. An exit survey was designed by the KHP Assessment committee in Fall 2019 but has not yet been implemented. This data deficit represents a recognized weakness in our assessment of the graduate program. The next step in our redesign of the MS program is to create and implement a comprehensive assessment plan. Measuring graduate student satisfaction will be a central component of this plan.

3.6 Stakeholders

We have very limited data to share on graduate student trajectories post-program. This data deficit represents a recognized weakness in our assessment of the graduate program. The next step in our redesign of the MS program is to create and implement a comprehensive assessment plan. Capturing graduate student post-program employment trajectories and career readiness will be a central component of this plan.

4 FACULTY

4.1 Overview of Faculty/Instruction

We currently have 13 tenure track faculty in the KHP Department. But this number includes two faculty members who will begin the Faculty Early Retirement Program (FERP) in Fall 2023. The FERP program allows tenure track faculty to retire but continue to teach at half of their normal load with no research or service responsibilities. We have asked for two tenure track lines to replace them starting in 2024.

Figures 8 to Figure 11 provide data over 5 years on the historical Full Time Equivalent-Faculty (FTE-F), Full Time Equivalent-Student (FTE-S), Student to Faculty Ratio (SFR), and Major to Faculty Ratio (MFR). The following definitions are from the Office of Academic Resources. Full Time Equivalent-Faculty is an aggregate measure of faculty workload based on payroll appointment fractions. Student to Faculty Ratio is an aggregate measure of students served based on units in course sections and student level. For FTE-S reporting, graduate student (master or doctoral) is considered full-time with 12 units; all others are considered full-time with 15 units. Student Faculty Ratio is FTE-S divided by FTE-F. Lastly, Major Faculty Ratio is the number of stateside degree-seeking students enrolled at census by the FTE-F for tenure-line faculty in the department.

Please note that the data for the following contains information for both undergraduate and graduate programs.

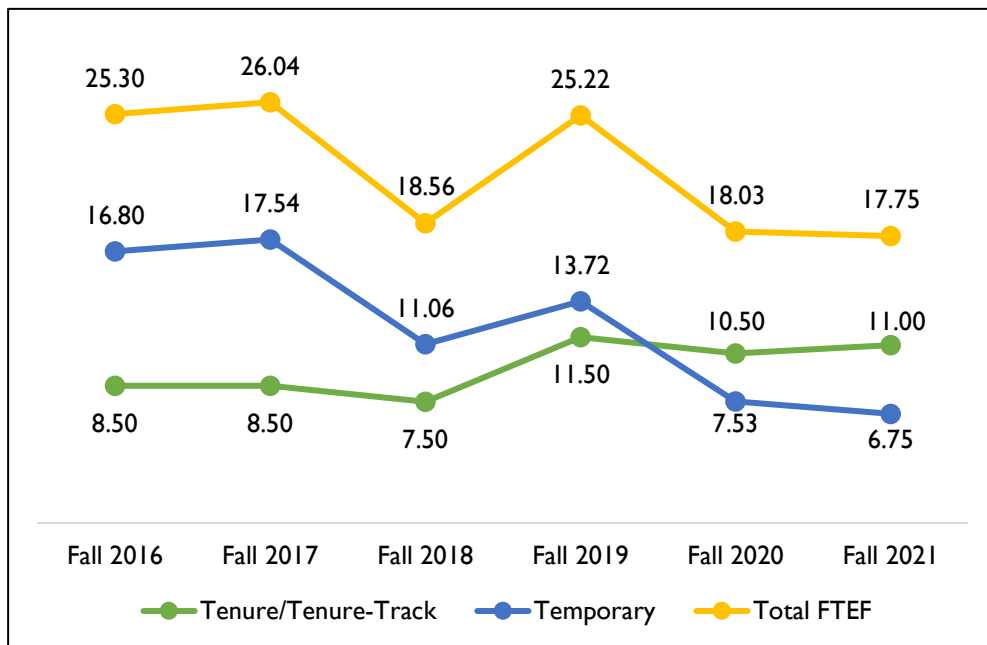


Figure 8 – Full Time Equivalent-Faculty (FTE-F)²¹

²¹ ARAR “FTE-Faculty with Status Detail Tenure-Track and Temporary Faculty”, Falls 2011-2020 Report https://www.cpp.edu/arar/campus-data/fte_faculty_with_status_detail-tenured_tenure-line_and_temporary_faculty_falls_2011_to_2020.pdf

The Office of Academic Resources did not break down the FTE-S data for Tenure/Tenure-track and Temporary faculty at the time they provided our office with the data.

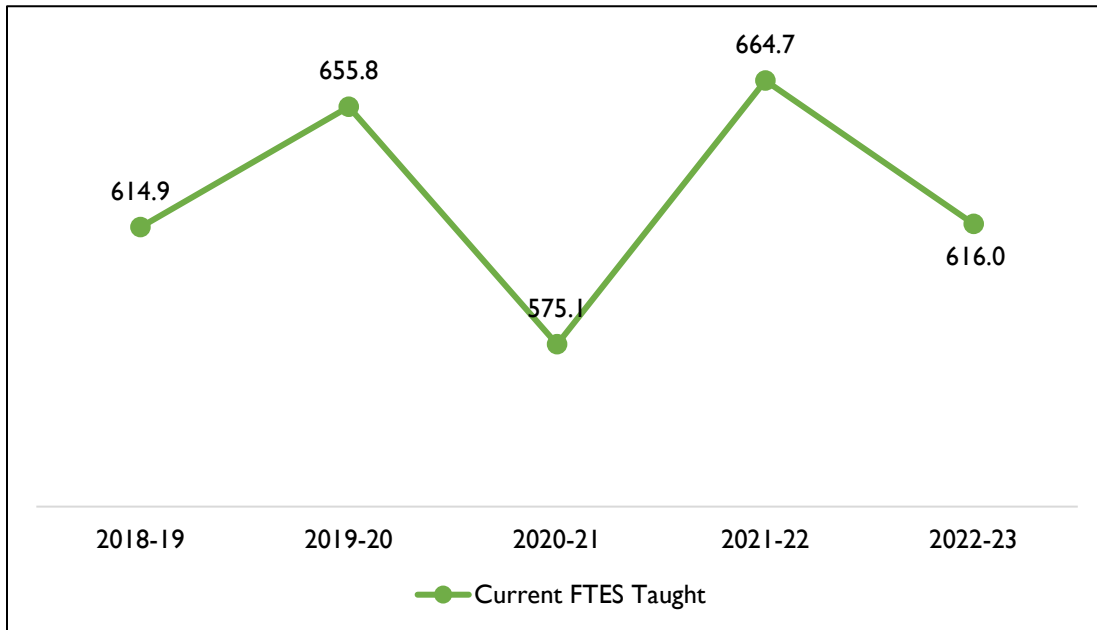


Figure 9 – Full Time Equivalent-Student (FTE-S)²²

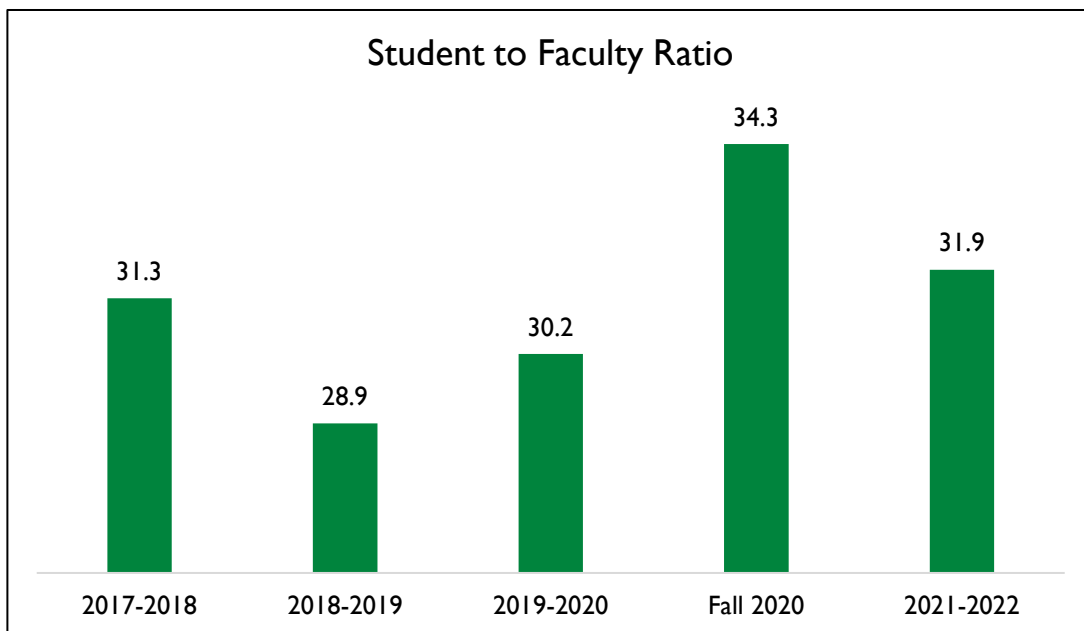


Figure 10 – Student Faculty Ratio (SFR)²³

²² ARAR "FTE-Faculty with Status Detail Tenure-Track and Temporary Faculty", Falls 2011-2020 Report https://www.cpp.edu/arar/campus-data/fte_faculty_with_status_detail-tenured_tenure-line_and_temporary_faculty_falls_2011_to_2020.pdf

²³ ARAR "Student Faculty Ratio (SFR)" Report <https://www.cpp.edu/~arar/campus-data/student-faculty-ratio.shtml>

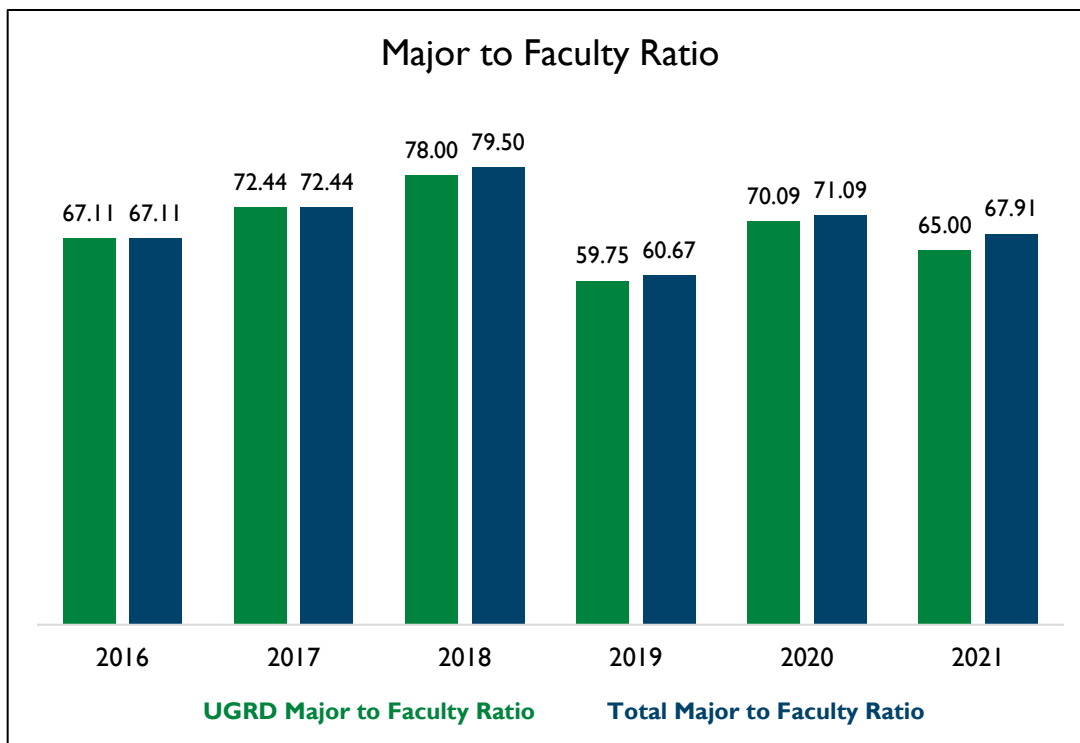


Figure 11 - Major to Faculty Ratio (MFR)²⁴

*Note: 2016-2017 are for undergraduate only since that was the only data collected for those years.

Our current faculty have expertise in a wide range of sub-areas within kinesiology and health promotion. This includes the areas of exercise science, health promotion, public health, PETE, socio-cultural aspects of sport, exercise and health and sport and social justice. In the undergraduate program, we have the PETE option and the General Option with emphasis areas in exercise science, public health and sport and social justice. In the graduate program, we have emphasis areas in adapted physical education, curriculum and instruction and exercise physiology.

The department has been significantly impacted by COVID due to the number of physical activity courses taught in the department. The number of courses taught in the department was down significantly in Fall 2020 through Spring 2021. The enrollment in physical activity courses started to normalize in 2022-23 but is still below pre-pandemic levels. The department hiring of 7 tenure track faculty in from 2019 has 2022, resulted in several lecturers being laid off. In addition, the university converted from quarters to semesters in Fall 2018 and the significant changes associated with that may skew the data in 2018-2019. So, the most representative and accurate period for looking at the percent of instruction by tenure-track, lecturer and teaching associates is Fall 2019 and Spring 2020. In 2019-20, the KHP Department offered 262 course sections. During that academic year, 95 of 262 courses (36.3%) were taught by tenure track faculty, 20 of 263 (7.6%) courses were taught by teaching associates (graduate students) and 147 of 262 (56.1%) courses were taught by lecturers. Although this number is impacted by the fact that many lecturers and teaching associates teach some physical activity courses while none of our tenure track faculty currently teach any physical activity courses. An activity course is 1.3 Weighted Teaching Units (WTUs) and most lectures are 3.0 WTUs. One instructor could teach 11 activity courses but only 5 lecture courses with comparable workload.

The lecturers in the KHP Department all play a critical role in the functioning of the department. The department has had three full-time lecturers for this entire review period and one additional lecturer who

²⁴ ARAR "Major to Faculty Ratio", Falls 2011-2020 Report
https://www.cpp.edu/arar/campus-data/major_to_faculty_ratio_falls_2011_to_2020.pdf

has been full-time for much of the last five years. Two of the three full-time lecturers have earned doctorates while working at Cal Poly Pomona and the third is currently ABD and all three have been with the department for more than 10 years. One of the three FT lecturers has been teaching in the department for over 30 years, and regularly attends department meetings, co-directs the Mind and Heart Lab, makes regular presentations to the campus community, and is involved in developing department curriculum.

The teaching associate program for graduate students was started in 2016 and it has been growing each year since then. We currently have 9 graduate students working as TAs in the department. These TAs often start teaching physical activity courses and then graduate to teach labs and academic activity classes. As our graduate program continues to grow, we anticipate that our TA program will grow as well.

The demand for the kinesiology major has grown considerably since the early 2000s. We grew to over 800 students in the early 2010s, but we did not have the faculty to support that many students. Bottleneck courses developed and student time to graduate was delayed. The department declared impaction to address this issue. Declaring impaction decreased our enrollment to under 600 students. Gradually, we began to increase our enrollment as our tenure track faculty have increased. We currently have approximately 700 students in the undergraduate options and 45 students in the graduate program and our General Option remains impacted. It is anticipated that we will continue to slowly grow the number of majors in response to strong demand for our programs. From 2018 to 2022, the number of majors increased by just over 10% (with impaction), while many other programs in the College of Science decreased. This enrollment growth will increase the need for replacing retiring tenure-track faculty and for hiring additional tenure-track faculty as we grow.

The revisions to our curriculum during quarter to semester conversion and the curriculum redesign process increased our capacity for enrollment growth and reflected the strategic plan developed by our faculty. The creation of a general option with three emphasis areas and many elective options provided students with the flexibility to shape the curriculum to their needs. The previous model of having exercise science and health promotion options required all students to take many upper division electives that were not necessary for many graduate school programs. Many of our students now take our major and option core and then choose to take the prerequisite courses they need for graduate school. This change was pivotal in increasing our capacity for enrollment growth, reducing the time to graduation for our students and allowing us to manage the available faculty resources in a more effective manner. Many of our faculty have also elected to offer their class in the large lecture model. This means we can accommodate more students in our major core classes and faculty are provided with student assistants to help with the workload.

4.2 Faculty Support

There are many sources of support for faculty at Cal Poly Pomona. One of the most important sources of faculty support on campus is the Center for the Advancement of Faculty Excellence (CAFE). CAFE provides support for all faculty by providing orientations, pedagogical resources, collaborative opportunities and consultations. Their mission is to ensure that every CPP faculty member receives opportunities and encouragement to enhance their skills in disciplinary expertise, effective educational practices, and effective service practices and opportunities. They do this by offering a wide range of programming including workshops, faculty learning communities (FLC), consultations, and institutes to help faculty achieve excellence. CAFE also offers faculty the use of Studio 6, an updated computing lab that can be used for training and assistance with the use of current learning technologies by CAFE staff and student assistants. Many of our faculty have taken advantage of these opportunities offered by CAFE.

The support of CAFE was made even more essential by the COVID-19 pandemic. CAFE played a significant role in providing faculty with the support necessary to move from in person to remote instruction in a very short period of time. The following professional development information is a list of

workshops provided by the Center for the Advancement of Faculty Experience (CAFE). Table 27 depicts the number of faculty, department chairs, and teaching assistants who attended events. Many faculty also took part in workshops offered by the CSU through the Chancellor's Office.

Table 27 – KHP Faculty engagement with CAFE workshops

Year	Event	Count of Event
2017-2018		
2017-201	5 Week Dash	3
2017-201	Active Learning in Quantitative Courses	1
2017-201	Black Board Wrangling Workshop	1
2017-201	BlackBoard Mastery	1
2017-201	CAFÉ Summer Institute Semester Conversion Bootcamp	1
2017-201	College of Science Active Learning Workshop	1
2017-201	Course Redesign Institute	1
2017-201	Creating Effective Multiple Choice Tests	1
2017-201	Every Semester Needs a Plan Workshop	1
2017-201	Faculty Day	3
2017-201	Faculty Evaluation	3
2017-201	Faculty Orientation	3
2017-201	PolyTeach	1
2017-201	Research Based Course Redesign Institute	4
2017-201	Research-based Course Redesign Institute	3
2017-201	Saddle Up for Semesters	8
2018-2019		
2018-201	Faculty Day	2
2018-201	Faculty Orientation	5
2018-201	Invest in Excellent Hybrid & Online Course Design (QM)	1
2018-201	Online Teaching at Its Best - Linda Nilson	3
2019-2020		
2019-202	ACUE Microcredential	2
2019-202	Alignment in Remote Courses	1
2019-202	Applying the Quality Matters Rubric	1
2019-202	Assessment in Remote Courses	2
2019-202	Blackboard Ally: Get Started !	1
2019-202	Blackboard Ally: Make Blackboard Itself More Accessible	1
2019-202	Blackboard Ally: Making Powerpoints Accessible	1
2019-202	Blackboard Ally; Making Word Docs Accessible	1
2019-202	Blackboard Test Creation/Best Practices	1
2019-202	Blackboard workshop for New Faculty	4
2019-202	Building Community in Remote Classes	2
2019-202	CAFE Remote Course Design	22
2019-202	CAFÉ Remote Course Design	4
2019-202	Creating Hybrid & Online Courses	1
2019-202	Ensuring Academic Integrity in Online Tests. Respondus Training Webinar	1
2019-202	Faculty Inclusion Luncheon	5
2019-202	Faculty Orientation	11
2019-202	How to Do a Peer Observation of Teaching	2
2019-202	Improve your Online Course QM	2
2019-202	Introduction to Teaching Online (QM)	1
2019-202	Introduction to Teaching Online Using QLT	1
2019-202	PolyTeach	4
2019-202	The Ripple Effect Keynote Speaker	3
2019-202	Variation of Activities in Remote Courses	2

2020-2021	
2020-202 Accessibility workshops with faculty champions	5
2020-202 ACUE Microcredential	9
2020-202 Advanced QLT Course in Teaching Online	1
2020-202 Asynchronous & Synchronous Strategies for Engaged Learning	1
2020-202 Best Practices for Asynchronous & Synchronous Delivery	2
2020-202 CAFÉ Inclusive & Equitable Hybrid & Flipped Course Design	5
2020-202 CAFÉ Summer Institute What's in a Grade June 1 - June 30	1
2020-202 CAFÉ Summer Institute What's in a Grade June 1 - June 31	1
2020-202 CAFÉ Summer Institute What's in a Grade June 1 - June 32	1
2020-202 CAFÉ Summer Institute What's in a Grade June 1 - June 33	1
2020-202 CAFÉ Summer Institute What's in a Grade June 1 - June 34	1
2020-202 CAFÉ Summer Institute What's in a Grade June 1 - June 35	1
2020-202 Canvas Course Tools	1
2020-202 CANVAS week May 24, 2021 - May 28, 2021	5
2020-202 Communicating in Canvas	2
2020-202 Design Your Online Course (QM)	2
2020-202 Facilitator - Intro to Teaching with CANVAS	2
2020-202 Faculty Evaluation	3
2020-202 Faculty Orientation	3
2020-202 Improve your Online Course QM	4
2020-202 Intro to Teaching with Canvas	12
2020-202 Introduction to Teaching Online Using QLT	4
2020-202 Tech Tuesday - Blackboard Tests	2
2020-202 Tech Tuesday - Faculty Sites	2
2020-202 Tech Tuesday - Kaltura	2
2020-202 Tech Tuesday - Making Videos	2
2020-202 The Fearless Classroom	2
2020-202 USC Mini-Institute on Equity April & May 2021	1
2021-2022	
2021-202 Accessibility workshops with faculty champions	1
2021-202 CFA Interrupting Racism Workshop	1
2021-202 Dealing with week 12 Meltdown	1
2021-202 Faculty Evaluation	1
2021-202 Faculty Orientation	4
2021-202 StrengthQuest Workshop	1
Grand Total	210

The department, college and university encourage faculty to continue their professional development through several different mechanisms. The retention, tenure and promotion process at Cal Poly Pomona requires faculty to participate in professional development opportunities to achieve tenure and/or promotion. The post-tenure review process for those faculty who have achieved tenure also encourages faculty to continue to pursue professional development opportunities after they have attained tenure and promotion. The Provost's Office has provided between \$1200 and \$1500 dollars to support faculty travel for professional development. Many of our new faculty have used start-up funds to provide additional support for travel.

In addition, the department has developed a culture of collaboration which often results in professional development opportunities for the faculty. The hiring of seven new faculty between 2019 and 2022 provided a great opportunity for collaboration between the new faculty and many of the senior faculty. Seven of the department tenure track faculty (5 junior faculty and 2 senior faculty) participated in the curriculum redesign process and subsequently published a peer reviewed article on the curriculum design process. Most of the department faculty were involved in collaborative work on the SPICE grants discussed earlier. Most recently, six faculty members have collaborated on a grant submitted to the NCAA

to develop an app for student athletes focused on stress management, transition, advocacy and resources.

Instructional student assistants (ISA) are hired in the department as part of the large lecture program. The faculty at Cal Poly Pomona must teach over 71 students to have additional WTUs assigned and receive ISA hours. But we do have many faculty opting to teach larger lectures. Faculty do not generally have access to students or research assistants unless this is part of a grant.

New faculty in the department are mentored in several ways. In their first year in the department, each new faculty member meets regularly with the department chair. The DRTPC chair also has an official mentorship role with all new faculty members. Most, if not all, new faculty participate in new faculty orientation. This program carries over throughout the first year to provide support and mentorship to new faculty. Newer faculty are also encouraged to continue to seek mentorship through CAFE programs. For example, this year two KHP faculty members are participating in the FLC focused on leadership development.

New faculty in the KHP Department are also supported by generous start-up packages via the College of Science. All KHP new faculty between 2019 and 2022 were given a base start-up of \$25-35,000. In addition to that base, if specific equipment was required for research and teaching every effort was made to purchase that equipment. These start up packages ensure that our new faculty have the resources to set up their research spaces, can travel to conferences, and utilize summer stipends to develop their research agenda.

Faculty at Cal Poly Pomona are also supported by opportunities for sabbaticals and difference in pay leave. Sabbaticals are essential for faculty to recharge and remain effective in teaching, research and service. Many of our KHP faculty have taken advantage of this resource. This past year we had one faculty on sabbatical and next year we will have two additional faculty on sabbatical. This year every single sabbatical request that was submitted was approved by the provost.

Faculty research is supported through various mechanisms on campus. The Office of Research, Innovation and Economic Development (<https://www.cpp.edu/research/about-us/index.shtml>) provides support for faculty and student research on campus. It provides oversight on the Institutional Review Board (IRB) and Office of Research and Sponsored Programs (ORSP). The staff provide faculty with consultation and support as they move through the grant submission process. Faculty research is also supported internally on campus through the Research, Scholarship and Creative Activities (RSCA) mini-grant program <https://www.cpp.edu/research/internal-funding-opportunities/rsca.shtml> and the Provost's Teacher-Scholar Support Program. The Teacher-Scholar Support program provides support for faculty who engage in the integrative aspect of the teacher-scholar model and bring their research and scholarship into the classroom. Both of these programs provide assigned time and/or funding for professional development activities.

5 UNIVERSITY SUPPORT AND RESOURCES

5.1 Personnel

The staff in the department play a critical role in student success. At the start of this review period, the KHP Department had six full-time permanent staff members, that included four instructional support technicians (ISTs), one administrative support coordinator (ASC) and one administrative support assistant (ASA). We currently have only three permanent staff members in the KHP Department supporting approximately 730 graduate and undergraduate students. Two long-term ISTs retired in the last four years, and they were not replaced. One IST who was originally assigned to the Motor Development Clinic (MDC), was reassigned to a general IST position in the department and has since moved on to a full-time teaching position outside the university. In January 2023, we hired an IST to replace the one that left in September 2022.

Our ASC left in December and since then we have been without an ASC to support the department chair and faculty. The ASC works very closely with the department chair and assists with scheduling of academic classes, department budget, faculty travel, purchasing, website updates, faculty and student hiring, and office space. We are currently in the process of hiring a temporary ASC. Replacing our ASC is critical to the functioning of the department.

The KHP ISTs assist both faculty and students with equipment needed for classes, help with set up of lab and activity equipment, and the fixing, maintenance, and distribution of department equipment. One IST is also involved with the scheduling of our spaces outside of class scheduling, purchasing of equipment for labs and activities, completing accessibility reviews for our technology purchases, and assisting with licensing of our facilities.

Our department ASA is also referred to as the Student Services Coordinator. This is a student facing position. Our ASA provides all students in the department with assistance, including answering questions about the department, directing them to the right place for further assistance, connecting them with faculty and assisting them with orientation. This position is a critical link between our students and our faculty.

The department requires a minimum of four staff. This year we have been running the department with only 3 staff members and there have been times when the chair and associate chair have had to cover the equipment room and the department office was not open for students, faculty or visitors.

The KHP Department also relies heavily on the staff in the College of Science. The COS staff assist with contracts for lecturers, travel support, absence management, grant and contract submission and budget management, outreach with alumni and donors, and assisting with the hosting of special department events, including our endowed Love Button lecture.

5.2 Facilities and Space

During this review period the KHP Department, in conjunction with the College of Science, have made significant improvements in KHP instructional spaces and set in motion the biggest renovation in the department's history.

In the summer of 2018, we renovated the KHP weight room in 66:205. We moved out old, duplicate weight machines to make room for new and updated weight equipment. We added a double squat rack, Olympic lifting platforms, new weight benches, new dumbbells and kettlebells, and a Keiser functional trainer. The changes to this space allowed us to offer additional courses in this space, such as KIN 1570A Training with Free Weights Activity, and KIN 4550L Principles of Strength and Conditioning Laboratory.

In 2018-19, we renovated the biomechanics teaching lab. The lab was a very small space that accommodated only 10 students. The wall between the lab and an adjacent unused office space was taken down and the areas combined to create a 23-seat smart, accessible classroom. This classroom is now able to accommodate 23 person labs, graduate classes, small upper division elective or PETE courses. It went from a barely usable space to one that is constantly being utilized.

In Fall 2019, we began the process of renovating part of the women's locker room in Darlene May Gymnasium (Building 41) to create a state-of-the-art exercise science laboratory. The project began with the demolition of lockers and concrete slabs, the abatement of asbestos in the space, and is currently in the final building phase of the project with completion expected in Fall 2023. We are taking an unused part of the enormous and under-utilized women's locker room and creating a 4000 square foot multi-purpose exercise science teaching lab. The lab will have multiple instructional spaces, including one for exercise physiology, movement anatomy, electrocardiography in health and exercise, and biomechanics. In addition, it will have a smart instructional space and collaboration area. It will provide students in multiple classes with the type of space necessary to dramatically enhance their experiences and opportunities for hands on learning. This new lab space will replace the small exercise science lab in 43:107. The space in 43:107 will be repurposed to provide additional instructional space for our students.

These are all dramatic improvements in KHP instructional spaces. None of these improvements could have been made without the support of Dean Baski and the College of Science.

But despite these improvements in instructional spaces, we are in need of additional space for lecturer faculty. Most of our lecturers are in an office with 2-4 other lecturers. We are in the process of converting storage space to offices to have more office space for lecturers. We do have a large office space for our TAs to share. But we do not have enough space in that room for every TA to have their own desk.

We do provide an office for our two students clubs. But they are underutilizing this space and we may provide them with different storage space so that we can use that space to create additional lecturer offices.

We are well equipped to provide office space for 4 staff members. Our KHP Office has two workspaces for our ASC and ASA. These spaces have individual room numbers but are part of the same large room with a central opening. Both ISTs are located within our main equipment room. There is plenty of space for each IST to have a fairly large workspace with computer, printer, and storage space.

We do share much of our space with Athletics. This has often been a challenge for us as we both are struggling to have enough space to accommodate the needs of our programs. We have worked to be good co-users of the spaces in Buildings 43 and 41. We currently work with them to approve any licensing agreements for all shared spaces in both buildings. In one recent case, we were not informed about a license agreement that potentially impacted the scheduling of classes in Building 41. Increased and open communication is essential between the two units as long as we continue to share space.

5.3 Library

Located in the center of campus, the University Library supports learning, both virtual and in person, and research endeavors of undergraduate and graduate students as well as faculty and staff in every discipline. Librarians work to prepare students not just for academic success, but for informed decision-making in careers and as citizens. Librarians work directly with students through a program of course-integrated library instruction, and with faculty on research assignment design and course preparation. This section of the program review report provides an overview of student usage of library services, details outreach efforts, and identifies program-applicable journals and databases for the specific academic program and has been prepared by the subject librarian.

The current library staff has 42 FTE including:

- senior administrators (2 FTE employees);
- librarians (7 FTE Tenured and Tenure-Track Faculty and 3 FTE Temporary Faculty Librarians; and
- library staff (24 FTE).

In addition, there are 3 FTE tenure-track faculty and 2 FTE temporary faculty positions and 1 FTE library staff position in recruitment. The library generally employs from 25 to 50 student assistants during the academic year. At the current time, the University Library is available 24/7 virtually. Library hours are outlined below:

Table 28 – University Library hours

DAYS	FALL & SPRING SEMESTER HOURS	SUMMER HOURS
Sunday	Noon – 8 p.m.	Closed
Monday – Thursday	7:30 a.m. – 11 p.m.	7:30 a.m. – 5:30 p.m.
Friday	7:30 a.m. – 5 p.m.	7:30 a.m. – 4:30 p.m.
Saturday	10 a.m. – 6 p.m.	Closed
TOTAL SERVICE HOURS	89.5 Hours Per Week	40 hours per week

Subject Librarian

The University Library assigns individual librarians to support specific disciplinary areas. For the Kinesiology undergraduate and graduate programs, Ariel Hahn serves in the role of subject librarian. Subject librarians provide the following services:

- Design and deliver library-related course-integration instruction at the request of teaching faculty;
- Develop online tutorials and guides for specific courses or projects as well as more general online research guides for the disciplinary area;
- Make themselves available on a by-appointment basis to meet with individual students or groups for personalized research consultations in-person, via Zoom or chat, or by phone or email: <https://www.cpp.edu/library/reference-instruction/contact-subject-librarian.shtml>

Outreach Efforts

Over the past five years, outreach to the Department of Kinesiology has been mainly via email and instruction sessions. At the start of each semester – as well as when there are new collection updates and/or library programming relevant to Kinesiology – the subject librarian writes to faculty with a comprehensive list of any updates or offerings the University Library can provide. In instruction sessions, outreach involves intentional messaging around continued support for students as well as faculty.

Research Assistance

Research assistance is available in a variety of ways – in-person, via Zoom or online chat, by telephone, or via email. Library faculty provide reference service (this includes assistance that is 15 minutes or less) and offer one-on-one research consultations (by appointment consultations that generally run longer than 15 minutes). Table 29 below outlines the number of reference questions and research consultations conducted with undergraduates in the specific disciplinary area over the last five fiscal years. Table 30 indicates the same but for the KHP graduate students.

Table 29 – Research assistance provided to KHP undergraduate students

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Reference Questions	12	13	19	0	0
Research Consultations	11	4	16	0	0
Totals	23	17	35	0	0

Table 30 – Research assistance provided to KHP graduate students

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Reference Questions	7	10	5	0	0
Research Consultations	5	7	5	0	0
Total	12	17	5	0	0

Course-Related Instructional Statistics

Table 31 outlines the number of course-integrated instructional sessions offered by library faculty at the request of teaching faculty teaching specific credit courses in the academic program. Total number of attendees and contact hours are also provided. Table 31 indicates the same but for the KHP graduate students.

Table 31 – Course-related instruction at the undergraduate level

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Number of Course-Integrated Instructional Sessions	1	0	2	0	1
Total Number of Attendees	54	0	108	0	30
Total Number of Instructional Contact Hours	36	0	72	0	20

These statistics summarized in the chart above include sessions offered for specific credit courses over the last five fiscal years as outlined here.

- FY 2021-22
 - KIN 2290: Contemporary Issues in Kinesiology and Health Promotion
- FY 2020-21 = n/a
- FY 2019-20
 - KIN 2290: Contemporary Issues in Kinesiology and Health Promotion
 - KIN 2290: Contemporary Issues in Kinesiology and Health Promotion
- FY 2018-19 = n/a
- FY 2017-18
 - KIN 479A: Health Needs Assessment

Table 32 – Course-related instruction at the graduate level

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Number of Course-Integrated Instructional Sessions	2	1	1	0	0
Total Number of Attendees	30	30	30	0	0
Total Number of Instructional Contact Hours	37.5	20	20	0	0

These statistics summarized in the chart above include sessions offered for specific credit courses over the last five fiscal years as outlined here.

- FY 2021-22
 - KIN 5550: Analysis of Teaching in Physical Education
 - KIN 5900: Research Methods in Kinesiology
- FY 2020-21
 - KIN 5910: Research Design
- FY 2019-20
 - KIN 5910: Research Design
- FY 2018-19 = n/a
- FY 2017-18 = n/a

Library Workshop Instructional Statistics

Table 33 outlines the number of library-sponsored workshops designed and delivered by library faculty. Total number of attendees and contact hours are also provided.

Table 33 – Library workshops

	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Number of Workshops	0	3	0	0	0
Total Number of Attendees	0	6	0	0	0
Total Number of Instructional Contact Hours	n/a	6	n/a	n/a	n/a

Online Research Guides

Library faculty create online research guides for specific courses and disciplines. The full list is available on the library website here: <https://libguides.library.cpp.edu/>

For this disciplinary area, the subject librarian has developed and maintained the following research guides listed below. The chart also includes the number of views by fiscal year which indicates usage.

Table 34 – Online research guides

Online Research Guide Title + Link	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
KIN 2290: Contemporary Issues in Kinesiology	207	283	420	0	0
Kinesiology & Health Promotion	161	348	1411	1838	1557

Online Tutorials & Modules

Library faculty create online tutorials and modules for specific courses and disciplines. Table 35 are the relevant tutorials and modules for this academic program and the number of views which indicate usages at the undergraduate level. Table 36 indicates the same but for the KHP graduate students.

Table 35 – Online tutorial and module engagement (undergraduate)

Online Tutorial Title + Link	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
APA Citation	0	54	n/a	n/a	n/a
Bronco Scholar Accessibility	0	0	0	2	n/a
Chicago Author-Date	0	0	n/a	n/a	n/a
Chicago Style Citation	0	0	n/a	n/a	n/a
Engineering Tutorial	0	0	0	0	n/a
EZ Research Tutorial	13	4	22	9	n/a
Finding Bibliographic Information	13	15	n/a	n/a	n/a
Finding Books in OneSearch	0	1	12	2	n/a
Google Books	0	0	4	0	n/a
Google Scholar	0	0	4	0	n/a
IEEE Citation	0	n/a	n/a	n/a	n/a
Interlibrary Loan	0	0	8	1	n/a
Master's Theses & Projects	0	0	6	0	n/a
MLA Citation	10	79	n/a	n/a	n/a
Research 101-1: Finding a Topic	n/a	n/a	18	10	n/a
Research 101-2: Information Types	24	108	18	7	n/a
Research 101-3: Finding Information	26	111	18	4	n/a
Research 101-4: Evaluating Information	25	118	15	6	n/a
Research 101-5: Using and Citing Information	12	95	9	7	n/a
Research 101-6: Scholarship is a Conversation	4	0	n/a	n/a	n/a

* n/a = program data not available

Table 36 - Online tutorial and module engagement (graduate)

Online Tutorial Title + Link	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
APA Citation	0	9	n/a	n/a	n/a
Bronco Scholar Accessibility	0	0	0	0	n/a
Chicago Author-Date	0	0	n/a	n/a	n/a
Chicago Style Citation	0	0	n/a	n/a	n/a
Engineering Tutorial	0	0	0	0	n/a
EZ Research Tutorial	2	1	1	0	n/a
Finding Bibliographic Information	0	0	n/a	n/a	n/a
Finding Books in OneSearch	0	0	0	0	n/a
Google Books	0	0	0	0	n/a
Google Scholar	0	0	0	0	n/a
IEEE Citation	0	n/a	n/a	n/a	n/a
Interlibrary Loan	0	0	0	0	n/a
Master's Theses & Projects	0	0	0	0	n/a
MLA Citation	0	0	n/a	n/a	n/a
Research 101-1: Finding a Topic	n/a	n/a	0	0	n/a
Research 101-2: Information Types	2	0	0	0	n/a
Research 101-3: Finding Information	1	0	0	0	n/a
Research 101-4: Evaluating Information	0	0	0	0	n/a
Research 101-5: Using and Citing Information	0	2	0	0	n/a
Research 101-6: Scholarship is a Conversation	0	0	n/a	n/a	n/a

Library Resources

For this program area, there are 7 primary electronic resources that support the disciplinary area. These resources include both journals and databases. These resources and the number of searches are indicated in Table 37.

Table 37 – Electronic Resource Usage

Electronic Resource Titles	FY 2021-22	FY 2020-21	FY 2019-20	FY 2018-19	FY 2017-18
Sports Medicine & Education Index	27,972	29,007	32,752	43,763	32,752
ScienceDirect	124,562	113,932	146,516	153,280	153,968
CINAHL (Cumulative Index to Nursing and Allied Health Literature)	19,851	22,175	14,231	21,990	14,231
ERIC (Education Resources Information Center)	49,588	53,433	61,342	63,884	61,342
Web of Science	10,804	11,893	12,370	14,039	15,177
PsycARTICLES	26,890	30,037	31,614	31,747	18,266

Cal Poly Pomona began a subscription to SPORTDiscus in Summer 2022. This database is particularly useful for students in the KHP Department as it provides both academic and non-academic resources related to sport, exercise, and fitness.

Undergraduate program: Library resources

The print and electronic resources provided by the library are sufficient for our undergraduate students' needs. Students have access to a wide range of journals through the major databases associated with our field. All the current resources are needed and should not be replaced. The demand for library resources will increase with the inclusion of a required undergraduate research methods course for all majors in our General Option starting in Fall 2022.

The CPP Library has been responsive to requests for the department faculty for additional resources when the budget allows. For example, the Sport Discus database is a very useful resource for our undergraduate students, graduate students and faculty. Cal Poly Pomona stopped subscribing to this database when trying to cut costs. Last year, the department was consulted on the importance of the database, and it was brought back to support research and teaching efforts within the department.

Ariel Hahn, the librarian assigned to kinesiology, reaches out to the department faculty each semester, and prior to COVID, regularly met with the department faculty each academic year. These meetings were used to explore how the library could partner with department faculty to enhance student success.

Graduate program: Library resources

The print and electronic resources provided by the library are sufficient for our graduate students' needs. Students have access to a wide range of journals through the major databases associated with our field. Graduate students are introduced to Ariel Hahn, the Senior Assistant Librarian currently assigned to Kinesiology, in their first semester through KIN 5900. Ariel provides a guest lecture on information literacy for this core course. The library also provides relevant online training for skills such as APA citation,

formatting MS thesis/projects and using Zotero. These short trainings provide foundational knowledge for our graduate students, however more advanced and/or hands-on training sessions (specifically in APA citation, Zotero and systematic review strategies) would be welcomed since our students continue to struggle with these fundamental graduate research skills. Many in-person library workshops are only offered during regular working hours (9-5pm), which presents a challenge for several of our graduate students since they work full-time and are only on campus in the evenings. The introduction of a dedicated Graduate Librarian with adjusted work hours to align with graduate student needs would be welcomed.

5.4 Other Campus Resources

Students within the program are regularly advised to seek resources provided by the Learning Resources Center, the Career Center, Veterans Resource Center and the Disability Resource Center if appropriate. Many of our faculty include references to these campus resources on their syllabi. While we cannot require students to make use of these resources, providing the information to students in course syllabi, and department emails is critical to their awareness of these resources.

Graduate students are directed to the resources provided by the above centers and the [Graduate Resource Center](#) (GRC) during their bi-annual advising sessions with the Graduate Coordinator, via informational emails sent by the Graduate Coordinator and through classroom instruction/assignments. For example, graduate students are mandated to i) attend individual meetings with Career Center staff to debrief their StrengthsQuest results (KIN 5940), ii) attend an Ally training offered by one of our cultural centers (KIN 5940), iii) complete APA citation training offered through the Library (KIN 5900), and iv) attend thesis/project-related workshops offered by the GRC (KIN 6950/6960). They are also strongly encouraged to meet with GRC writing tutors during their KIN 5900/5910 sequence. KHP graduate students have been encouraged to apply for the various scholarships offered through the GRC and the University more broadly. Their success rate has been high- for example, two KHP students were awarded the LOGRAR scholarship (\$5000) this year.

The department has had a very strong relationship with the Center for Community Engagement for over a decade. We have worked with them to develop service-learning courses for our students and more recently to assist KHP students in the internship process. These courses provide hands-on learning to our students while also supporting the surrounding community. Many of our adapted physical education and PETE courses are designated as service-learning courses and include practice teaching with IPoly students and working with clients at the Motor Development Clinic.

The KHP Department chair and associate chair have worked very closely with the COS Advising Center to create an advising model that works best for our students. The COS advising staff and the KHP chair and associate chair are involved with each student from the very beginning of their CPP journey at orientation. This past year we moved to a professional advising model in which every student on campus has an assigned advisor. While students are expected to see their assigned advisor for regular advising, they are also able to see the associate chair for department or discipline specific questions and the department chair if necessary. In addition to these resources, the Bronco Advising Center (BAC) on campus provides students with more general or campus wide advising resources.

5.5 Budget

The department budget is provided by the College of Science and funds are utilized very effectively. Typically, we are given a budget based on the needs of the department and previous expenditures. Larger expenditures are evaluated by the COS and assessed on importance to the department mission. Department needs have been consistently met through the College centralized budget process.

The department has also been very strategic in using Special Projects for Improving the Classroom Experience (SPICE) grant process to supplement College of Science funding. This link provides some examples of the types of classroom modernization and instructional innovation request made through the SPICE process <https://www.cpp.edu/cafe/faculty-recognition/grant-projects-repository/>. During the review period, we have received SPICE grants for a new metabolic cart, NeuroMAP software, creation of a stress management app, and creation of an online vocabulary lab for basic science courses for KHP students. These are more expensive items or projects that faculty have been able to make happen outside of the regular budgetary process. We submitted 2 SPICE grant applications in the 2022-23 cycle, including a second metabolic cart, and updated software for the existing BioDex machine.

In some Colleges each department is assigned a lecturer budget and can only offer courses within their budget. This can severely limit the department's capacity to offer enough courses to meet student demand. In the College of Science, the lecturer budget is centralized. This allows courses with enough demand to be offered.

The College of Science has also supported the three significant renovation projects discussed previously. All of these projects have or will significantly improve the spaces for KHP students and faculty.

We will need continued funding to repurpose spaces in Building 43 that will be vacated when the new exercise science laboratory opens in Spring 2024. These spaces could become additional instructional spaces, which are desperately needed by the department, college and university.

We will also need to purchase some larger equipment in the next few years. These pieces of equipment are too expensive to be purchased through any of the internal funding programs. Our current dual energy x-ray absorptiometry (DEXA) scanner is nearing the end of its life and can no longer be serviced by the manufacturer. This DEXA scanner is a critical piece of equipment for the department and will need to be replaced soon. Another similar piece of equipment is the Biodex. The Biodex offers clinical strength assessments and provides a tool to assess joint and limb function. It is also very old, and a replacement will be necessary in the next few years.

6 CONCLUSION

The final section of this document briefly highlights many of the strengths and challenges that we have experienced during this review period. It is important to point out that while we in KHP are very proud of our achievements and strengths, we wholeheartedly recognize the areas where we can grow, and are actively engaged in growing these areas. We have great leadership and an amazing faculty and staff who are committed to this process.

One of the biggest strengths of the KHP Department is our student-centered approach to teaching and learning. The following items summarize our commitment to this approach:

1. We moved away from a curriculum model with severe roadblocks to graduation to a general option that provided students with the flexibility to take elective courses needed for graduate school instead of requiring them to take upper division courses that are not required for many graduate programs. Our graduation rates have improved significantly since we switched to semesters.
2. We revised our undergraduate curriculum based on feedback from our students. Our students asked for a more inclusive curriculum and in response we created more inclusive and diverse courses across our curriculum and an undergraduate emphasis in sport and social justice.
3. We have supplemented our base budget with money from internal grants (SPICE, RSCA, SIRG) to work to provide the best facilities possible and a wide range of experiential learning opportunities for our students.
4. We have used a multi-pronged approach to undergraduate advising with our advising center, associate chair and department chair all providing advising to our students.
5. The hiring of 7 new tenure track faculty has created many more opportunities for students to get involved in faculty research projects or to engage in research through our KIN 4610 Senior Project.
6. We have created exceptional co-curricular opportunities for KHP students. The Motor Development Clinic and Mind & Heart Lab provide opportunities for our students to participate in hands-on learning but also to make a difference in the lives of the participants.
7. To provide the best educational experience for our students, our faculty have demonstrated a commitment to professional development. Many of our faculty have also involved students in this professional development by encouraging our students to join faculty at professional conferences and to present their work when appropriate.
8. Our faculty engage in a tremendous amount of service to the department, college and university. In many cases this service has a direct benefit to our students. For example, one of our faculty members serves as the Faculty Athletics Representative. One of the main purposes of this role is to advocate for student-athletes.

Despite our strengths, there is always room for growth. The following are some of the areas where the KHP Department hopes to grow:

1. *Curriculum:* Our curriculum continues to be a work in progress. While we revised our undergraduate program, our graduate program emphasis areas need to be revised and converted to options. We also created many new elective courses but low enrollment in a few of them has resulted in classes being cancelled. We will be submitting revisions to the graduate program during Fall 2023 and creating minors that will improve enrollment in the elective courses.
2. *Assessment:* There needs to be consistent assessment in both our undergraduate and graduate

programs. We need to ensure that we are closing the loop and then making departmental decisions, including curriculum decisions, based on the assessment results.

3. *Faculty Workload:* One area where improvement is critical centers on faculty workload. The department faculty spent time this fall restructuring our department level committee work to move towards a more equitable distribution of workload. This remains a work in progress.
4. *Communication:* We recognize that the KHP website and social media platforms are currently under-utilized and represent a missed opportunity to communicate with potential and existing students, serve as a recruitment tool and showcase our achievements. Two faculty members have taken on the responsibility of improving our online presence and maintaining content. We intend to seek additional support from cross-campus partners in this endeavor.